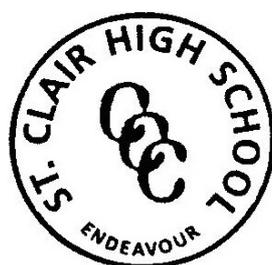


St Clair High School

2019 Annual Report



8571

Introduction

The Annual Report for 2019 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.

School contact details

St Clair High School
6 Endeavour Avenue
ST CLAIR, 2759
www.stclair-h.schools.nsw.edu.au
stclair-h.school@det.nsw.edu.au
9670 6700

Message from the principal

St Clair HS offers quality, comprehensive educational programs aimed at the development of well-educated, self-motivated, responsible young adults. Commitment, professionalism and collaboration are key values of all members of our school community. Our vision is clear and purposeful where success is valued for 'every student in every classroom'.

At St Clair High School our students are actively engaged in their learning and are committed to our school values of Participation, Respect, Innovation, Drive and Excellence. All students have access to our U Matter Mentor Program where they will work, in small groups, with the same teacher for the duration of their schooling. Well being and Learning are codependent. U Matter Mentoring ensures each students ongoing well-being as they move through this important stage in their life. Homeroom, is another feature of our commitment to student well being, all students participate in a 10 minute session every morning to support their readiness for the school day. Most of all our students are encouraged to take control of their learning, and take risks with their learning, because this is what their life is going to be.

Our Innovation Centre is a key focus of our learning environment, including 16 teaching spaces, research area, lecture hall, a learning common and commercial kitchen and cafe; coupled with outstanding external facilities including a tiered outdoor learning area. The school is well positioned to offer future-focused learning within collaborative and flexible learning spaces ensuring students have access to state of the art facilities to promote engagement and success.

Serving the local community, our staff are enthusiastic, committed advocates of the values of Public Education. We thrive on facing the challenges of the digital landscape set out before us and consider ourselves, along with our students, as learners in a digital age.

We value the work of our P & C and actively seek parent and community involvement in all school planning and processes.

This Annual Report documents many of the achievements of the school. I would like to thank and acknowledge the hard work and dedication of all St Clair High School staff for the many contributions they make each day to educating and caring for students.

Students are at the center of everything we do. We provide a core commitment to our parents that their child is known, valued and cared for.

Julie Tegart, Principal

School background

School vision statement

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

- quality, experienced teaching staff who are experts in their teaching area and skilled in providing engaging, student-centred lessons;
- innovative school leadership which enhances student learning opportunities and outcomes;
- administrative and support staff who take pride in their work and the role they play in assisting the school to deliver quality educational programs;
- students who 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 underpins our vision of success for every student in every classroom. It encompasses the key elements of success; aspiration for all students, students; our core business, and the classroom; engagement and student growth. 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

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 school plan and annual report.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Working towards Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

Learning

As a School our focus has been establishing a deep knowledge of the culture of pedagogical practice that will make the greatest difference to student growth, ensuring that student learning and wellbeing are the central driver of school policies and practices. In the 'Learning' domain the school was self-assessed as being in the 'Delivering' category.

In 2019, a whole school evidence informed inquiry took place to identify conditions that create learning at St Clair High School. We want all stakeholders to focus on language around learning in all events/areas of the school community. Heading into 2020, there is a clear focus on learning and establishing clarity around evaluative practice in relation to student learning focus and outcomes for learning.

Students, via the establishment of our whole school mentor program, U Matter, will have the opportunity to develop individual success plans detailing their learning goals and aspirations, developing key skills in resilience and risk taking as learners. Student voice is also a key feature of this process giving them a platform for progressive self-evaluative practice. The importance of positioning themselves as a learner focusing on what they are learning v's what are they doing.

Our overarching goal for 2020 is the establishment of St Clair High School as a learning community, dependent on one

another and learning as a central focus. All stakeholders, students, teachers, parents are learners acquiring new knowledge, behaviours and skills establishing a culture that we work side-by-side to achieve positive student growth.

Teaching

In the Teaching domain the school was placed at 'Delivering'. A key priority during 2019 has been dialogue around unpacking and profiling each student to better understand how to adjust the learning and continued growth of *every* student. 2020 will see continued focus on building the capacity of teachers to better analyse data to inform pedagogical practice. This process will assist teachers in unpacking and mapping current practice in line with learning for the future and their capacity around the continued modification of classroom practice to engineer conditions of learning for *every student in every classroom*.

Teachers are encouraged to discuss issues and current practice, focusing on student learning, making a commitment to learning for every student. This has also involved discussion around assumptions and beliefs, including group think limitations. 2020 will see an explicit focus on enabling students to position themselves as learners with strategies around learning, engagement, aspiration and drive. These capabilities are now clearly articulated in our newly established whole school values platform Participation, Respect, Innovation, Drive, Excellence (P.R.I.D.E) developed collaboratively by all members of the St Clair High School community.

2020 will see the investigation of Data Walls to develop explicit strategies around ensuring value added learning for every student.

Leading

In the leading domain the school categorised itself as 'Delivering'. This is due to an increased emphasis on developing a deep understanding of the current context and the beliefs and values held by the school community. 2019 saw the establishment of a substantive Principal which has facilitated stability and sustainability in the School Leadership team. The School Leadership team has undergone extensive evidence based evaluative practice to identify both positives and challenges to develop the school community's perception and understanding of what was happening in the St Clair High School context in relation to student learning and engagement. This has pathed the way to support, and enhance, the existing learning culture and moving forward, establishing the need to focus on instructional leadership.

2020 will see the school community focus on leadership for all stakeholders and clarity around leadership to improve learning and teaching. Evidence informed inquiry will continue to ensure we are collaboratively working towards improvement for learners, unlocking the administrative systems, structures and processes to achieve better outcomes for learners and equality for all students in all settings.

Student centred leadership practice will also be a key focus to ensure student voice is valued and resources are strategically used to achieve improved student outcomes.

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.

Improvement Measures

- Increase students in the top 2 bands of NAPLAN to 13% (as per Bump it Up target) by 2019.
- Reduction in the number of students performing at or below the national minimum standard for Literacy and Numeracy by 50%.
- All HSC courses meet or exceed like schools average HSC scores.
- 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.

Overall summary of progress

During 2019, a detailed inquiry took place to develop a deep understanding of the conditions that create learning at St Clair High School. Success for every student in every classroom became a key focus for reflection. Students learning and well being became the central drivers of school policies and practices.

Progress towards achieving improvement measures

- Process 1:**
- Develop processes to identify, monitor and grow student capabilities at critical transition points that builds High Expectations and engagement, supports student success in the completion of the HSC, further education and/or transition to employment.

Evaluation	Funds Expended (Resources)
Framework established to build on the level of aspiration and engagement of senior students. Data showing improved attendance and submission of assessment tasks to build student belief in success. continued focus is necessary to ensure student growth. Establishment of HSC Success Plans for every senior student, highlighting goals, aspirations and challenges. These individual plans will provide opportunity for ongoing self reflection and evaluative practice to ensure student growth and success in the completion of their HSC.	

- Process 2:**
- Data analysis informs teaching practice in determining teaching directions, monitoring and assessing student progress and achievement.

Evaluation	Funds Expended (Resources)
Comprehensive data analysis via school plan, ASR, SCOUT data and the TTFM Survey provided powerful questions to get to know learners and learning in the SCHS context. Data analysis established the foundations for 2020 learning community, identifying 5 key areas: student learning focus, attendance, cultural connection, holistic values platform and futures learning.	

- Process 3:**
- Establish a culture of high expectations supported by enrichment programs and opportunities resulting in students being challenged to consistently strive for their personal best.

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures

Stage 4 Enrichment classes working well with scope for more extra-curricular activities to be implemented.

Programs and assessments reviewed as a faculty; programs adjusted with a range of T&L strategies for all levels of learning abilities. Differentiated assessments delivered between Core, Support and Enrichment classes; ongoing differentiation within classes as needed.

Our Contemporary Learning Innovations (CLI) Curriculum in Yrs 7 & 8 continues to deliver future focused teaching strategies, including project based learning, to support students as they continue their journey as learners in a digital age developing skills in communication, collaboration, creativity and critical reflection.

Process 4: • Students are effectively utilising strategies developed through the Bump it Up initiative including the REPOWER platform, TEEEL scaffold and Read 1, 2, 3 across all stages.

Evaluation	Funds Expended (Resources)
<p>Evolution of REPOWER – the next logical extension to support students in developing higher order thinking and learning skills. Assistance of our critical friend essential to the process. 2020 will see structured PL to build teacher capacity in higher order thinking and feedback to facilitate depth in writing around analysis and evaluative skills.</p>	<p>Visible Thinking Routines 5 Creative Dimensions – Bill Lucas Revised Blooms Taxonomy Expertise of Critical Friend total cost inc cover \$12000</p>

Next Steps

2020 will focus on increasing student growth by identifying what it is about our pedagogical practice that we need to learn more about in order to make the greatest difference to student growth via effective learning and engagement. The establishment of a whole school learning values platform: Participation, Respect, Innovation, Drive, Excellence (P.R.I.D.E) developed collaboratively by all members of the St Clair High School community, has laid the foundation of a school culture focused on achieving excellence in student learning and engagement. Resources to be allocated to further support and reinvigorate literacy strategies, REPOWER/TEEL and Read 1,2,3 to reflect higher order thinking skills. Focus on development of holistic numeracy strategy to be undertaken.

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.

Improvement Measures

- Increase students in the top 2 bands of NAPLAN to 13% (as per Bump it Up target) by 2019.
- 100% of staff provide evidence of meeting the Australian Teaching Standards through their Performance and Development Plan.
- HSC data demonstrates value added growth scores of 25 or above.
- All staff apply the knowledge and skills acquired from their individual professional learning to improve practice.

Overall summary of progress

2019 saw a deep analysis of current teaching and leadership practice. Current data analysis reflected attaining identified improvement measures in relation to our literacy and numeracy targets was still a challenge. The need for cultural change was evident, and a shared sense of purpose and focus aligned directly to the schools' strategic directions was necessary. To ensure we are moving towards identified improvement measures, the establishment of SCHS as a Professional Learning community, whilst in its infancy, has been undertaken. Evaluative practice is the norm and human and non-human capital is allocated to best meet the needs of our current student community.

Progress towards achieving improvement measures

- Process 1:**
- Develop a differentiated professional learning curriculum that supports staff to achieve professional learning goals identified through the PDP process that builds teacher capacity at each level of the Australian Teaching Standards – Proficient, Highly Accomplished, Lead and Principal Standard.

Evaluation	Funds Expended (Resources)
<p>Establishment of St Clair HS, 2020, as a professional learning community consisting of project groups, focus groups and existing formal meetings as Professional Learning opportunities, strategically embedded in the existing meeting structure to foster dynamic leadership and facilitate goals as set out in the Schools' strategic directions.</p> <p>Head Teacher and Deputy (HAD) – to support staff to achieve professional learning goals as identified through the PDP process.</p> <p>Professional learning 2020 – evolution of professional learning delivered internally. Opportunities to develop staff leadership capacity in the delivery of professional learning identified by staff to improve practice.</p> <p>Mentor Program at St Clair High School – initial implementation exceptionally positive. 2020 implementation plan prepared and ready to be put into action with accompanying curriculum restructure.</p>	<p>Posters for classrooms. REPOWER Revised</p> <p>Critical friend to assist in the evolution of REPOWER: \$3500, casual cover cost for staff: \$7000</p>

- Process 2:**
- Staff are effectively delivering the strategies developed to support the Bump it Up initiative including the REPOWER platform, TEEEL scaffold and Read 1, 2, 3 across all stages.

Evaluation	Funds Expended (Resources)
------------	----------------------------

Progress towards achieving improvement measures

Evolution of REPOWER – the next logical extension to support students in developing higher order thinking and learning skills. Assistance of our critical friend essential to the process.

Visible Thinking Routines
 5 Creative Dimensions – Bill Lucas
 Revised Blooms Taxonomy
 Expertise of Critical Friend \$3500,
 casual staff cover cost \$7000

Process 3: • Staff are using contextually relevant data to improve their teaching practice leading to student improvement.

Evaluation	Funds Expended (Resources)
<p>Data; NAPLAN, SCOUT, used to adjust assessments for 2019 and adjust programs to ensure students are improving skills in the classroom and demonstrating growth.</p> <p>2020 HSC Data analysis established with explicit criteria and development of accountable, measurable strategies for student growth.</p> <p>Staff continue to review and adjust teaching practice, programming and assessments for their Yr 12 classes based on data (NAPLAN, formative and summative assessment, Preliminary assessment) gathered to identify patterns of growth at key points to inform teaching practice to ensure student growth. 2020 investigation of Data Walls to facilitate this process.</p>	<p>SCOUT DATA – NAPLAN DoE</p> <p>SCOUT DATA – HSC</p> <p>RAP DATA</p> <p>LANSA support</p>

Next Steps

2020 will see the further development and invigoration of the whole school Numeracy/Literacy writing platform/scaffold to embed higher order thinking skills into the template. The aim is to equip students with the skills to further develop their writing and critically analyse and problem solve real life situations.

Professional development across all KLA's will be delivered so as to give teachers the skills and confidence to further embed H.O.T. skills into their teaching programs and delivering to students.

Data analysis of students in NAPLAN/HSC to continue in order to make informed decision re teaching practice.

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.

Improvement Measures

- Students, parents and staff indicate improved school communication measured by their participation in annual school based surveys and Tell Them From Me survey.
- Increase attendance and involvement of parents at school events and functions.
- 90% of students are engaged in wellbeing programs.
- Increase use of school facilities by a range of stakeholders.

Overall summary of progress

During 2019 St Clair High School enhanced school and community partnerships through various events including ATSI afternoon teas, Australian Business Week, Respect Matters 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, new format for the school newsletter, SkoolBag noticeboard was improved recognising and celebrating student achievements.

Progress towards achieving improvement measures

Process 1: Promote and develop Aboriginal community networks to improve student achievement, attendance and a greater sense of belonging.

Evaluation	Funds Expended (Resources)
<p>Participation in the Pathways to Dreaming Program, designed to engage Year 8 to 12 Aboriginal and Torres Strait Islander students in education, continues 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>\$23 914 used to support students in engaging in these programs. Also used in the relief of staff.</p>

Progress towards achieving improvement measures

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.

Process 2: Strengthen community connections through the development of a community hub supported by newly established infrastructure.

Evaluation	Funds Expended (Resources)
<p>A range of different functions and activities held in the IC building, 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, HSC parent seminars, Police Forums, International School Visits and Year 7 2020 information evening.</p> <p>Our school newsletter continues to evolve with mid-term and end-of-term publication showcasing learning at SCHS. This strengthens communication with our community and further develops a strong community partnership. New photographs were used in all promotional materials, including new banners.</p>	<p>\$2000 which is used for catering/administration costs.</p>

Process 3: Promote and develop networks throughout the community to access expertise that supports student and staff learning and wellbeing.

Evaluation	Funds Expended (Resources)
<p>The identification and access to networks throughout the community to enhance school and community partnerships, and support learning, continues to be a key priority. Participation in the Eastern Creek Principals Network, UWS links, our STEP's network and a range of external providers including speech pathology/external counsellor, working side by side with our teaching staff to enrich student well being and learning.</p> <p>2020 will see the planning stages of the establishment of the St Clair/Erskine Park/Colyton HS alliance (SEC) to develop networks of collegial learning, PL and support. This network will also investigate the sharing of subjects in the senior school that otherwise may not be able to run due to insufficient numbers thus facilitating student choice and aspiration.</p> <p>Our highly successful 'on board' program continues to be a highlight for our school community, enlisting valuable community support to enrich this project-based program that seeks to re-engage selected students in their learning, whilst providing them with valuable vocational skills and experience in preparation for the workforce.</p> <p>Due to the development of an extensive scope and sequence, and access to a range of community resources, targeting individual year groups, all students who attend St Clair High School have engaged in at least one or more well being programs offered. In 2020 implementation of U Matter Mentor Program and daily Homeroom will ensure every student is known, valued and cared for. This innovative program promotes learning and well being as co dependent.</p>	<p>Teacher relief and administration costs \$3000. Whole school U Matter and mentoring structure implemented during term 4 where staff developed wellbeing lessons. This was implemented in conjunction with multiple guest speakers that target particular issues that are relevant to the year group and the time.</p>

Process 4: Establish a school promotion program that communicates with the school community regarding student and school achievements which highlight the school's culture of High Expectations.

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures

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.

During 2019, the growing access to, and engagement in our social media platforms, is evidence of community interest, and .the importance of working side by side with community stakeholders to promote a culture that together we make the greatest difference.

2020 will continue to focus on improving communication channels in relation to the promotion of student and school achievements to create a culture of success and aspiration. The establishment of the communication media project group will oversee the promotion of SCHS as a learning community, celebrating learning success.

\$1000 appointed a school communication coordinator to oversee the website and social media platforms communicating to all parties involved. Person continued to be involved in extensive training to meet the needs of the current social media climate.

Next Steps

Goals for 2020 will continue to create strong community partnerships supported by the school's new building infrastructure. A focus on increasing parent and community members attending school events and 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>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 St Clair HS during 2019. For example: Community engagement celebration afternoon teas, STEPS AECG, TAFE YES program, My Gateway and ATC group training, School based traineeship program, IPROWD certificate 3 in Vocational and study pathways to the police force, WSU Pathways to dreaming, University of Sydney Wingara mura – Bunga Barrabugu Summer program, Diz Footprint Program, Aboriginal Leadership program for girls, Vivid light show in Barangaroo and Harmony day.</p> <p>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 an Aboriginal Education Mentor (Mrs Bargmann) 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 have been identified, through data analysis of NAPLAN results. Personalised Learning Pathways have been developed, implemented and monitored for all students in collaboration with parents and caregivers to ensure aspirations and wellbeing goals are met, and they are engaged in their learning.</p>
English language proficiency		<p>In 2019 the school had an enrolment of 265/694 LBOTE students (38.2%), 38 students from an EALD background as needing support. In order to support these students our EALD teacher worked in partnership with our Learning and Support Officers to ensure that these students were provided with one on one and small group tuition outside of the classroom and with additional support in their everyday lessons via collaborative work with their classroom teachers to support high level language learning needs.</p> <p>Parents/Carers have been supported in their interactions with the school. Additional funding has allowed greater contact to be made to facilitate more authentic sustainable relationships to be developed.</p> <p>Furthermore, new enrolments with high EALD needs have been identified and early support</p>

<p>English language proficiency</p>		<p>provided for their transition into the classroom.</p> <p>Continued work is evident around building the capacity of classroom teachers, through team teaching and the collaborative process of developing teaching resources and adjustments through the provision of PL by the EALD teacher.</p> <p>2019 saw a focus on EALD reporting in accordance with DoE Policy requirements. Schools were required to develop the necessary systems to report on the overall EAL/D Learning Progression phase of all students identified as EAL/D. Schools were also required to report on how EAL/D students' English language learning has been supported and their progress in learning English. Our EALD teacher has worked extensively on developing the physical structure of these reports along side existing reporting formats, and has also worked on developing the knowledge of staff around their role in the new process through structured PL opportunities.</p>
<p>Low level adjustment for disability</p>	<p>\$104,450</p>	<p>St Clair High School has a number of students who are recognised as having a disability and are on the NCCD register. In order to support these students we have in place a range of strategies so that they can successfully engage in the work being undertaken in our classes. In addition to formal whole school training, the Learning and Support Team provide extensive guidance to individual KLA's in order to assist each faculty in their documentation and low level adjustments made for individual students. In addition to this, in order to support other students requiring assistance with their learning we also employ a team of Student Learning and Support Officers who provide targeted help. These staff also play a vital role in looking out for the wellbeing of the students they assist.</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> <p>Transition program – official feedback from students participating in the program, their teachers and parents. Is the program an effective part of the ST Clair High school culture? The feedback following the Transition Program that it was the most effectively implemented program to date. Students thoroughly enjoyed the program and maintained attendance from beginning</p>

<p>Low level adjustment for disability</p>	<p>\$104,450</p>	<p>through end. Use of the Zones of Regulation program was highly effective. Focus on the social group was also highly effective and enabled effective use of Learning Support Resources.</p> <p>Allied Health Services Speech Pathology services – based on pre and post testing, all but one student showed significant growth across key indicators in the program.</p> <p>Upon reflection and viewing evidence from Allied Health SCHS have decided to broaden the program by employing an external psychologist one day a week for 2020 at a cost of \$600 per day.</p> <p>Student profiles being completed based on information provided from primary school, counsellors and families for dissemination to staff in 2020. Parent permission to be obtained prior to any dissemination.</p> <p>Resources to assist students with ASD and for teachers to put in their classrooms were effective in providing consistent support.</p> <p>End of year rewards to students who fully participated in LS programs continues to be a great strategy.</p> <p>LaST made permanent at SCHS. We now have 2 full time LaST's at the school. Provides certainty and consistency for the team.</p> <p>ReSET program. Director's award. A great program which will be formalised in 2020.</p>
<p>Socio-economic background</p>	<p>\$627,305.00</p>	<p>Above establishment Deputy Principal funding.</p> <p>In 2019, funds continued to support the employment of 2 additional Student Learning and Support Officers to support students needing extra assistance with core learning skills.</p> <p>Significant funds were accessed to facilitate the establishment of the Re SET program designed to provide vulnerable students the opportunity to re-engage in their learning and develop a positive mindset regarding learning, personal well being and school life. Learning and Support, and targeted welfare staff, provide explicit support, via timetabled lessons, to identified students to facilitate their reintegration back into the classroom learning environment and actively participate in their learning. 2020 will see the expansion of this program with the employment of an external psychologist to work with students to develop strategies of resilience and aspiration in the school setting.</p> <p>Funds have also been allocated to employ a TSO to ensure the SCHS community has access to efficient futures focused equipment</p>

<p>Socio-economic background</p>	<p>\$627,305.00</p>	<p>and expertise to assist teaching and learning.</p> <p>2020 will see the employment, and establishment, of a Community Liaison Officer (CLO) 3 days/week to build the relationship, and ongoing commitment, to our Pacific Islander Community to ensure we are working side by side with all stakeholders to foster effective engagement and learning.</p> <p>Funds have also been allocated for the employment of an external speech psychologist providing valuable support to the ReSET program and targeted students.</p> <p>A RAM funded Head Teacher Teaching and Learning position continues to provide valuable leadership and coordination of our Learning and Support team which provide critical support to increasing numbers of students ensuring greater opportunity for students to access the curriculum and ensure student growth.</p> <p>Funds have been allocated to create a Monitoring Attendance Person (M.A.P) with a 4 period allocation (2 periods per week)to carry out a detailed analysis of attendance patterns and identification of conditions of learning that make the greatest difference to student growth via their engagement in school through the lens of attendance.</p> <p>2020 will see the employment of a teacher 2 days/week to facilitate the 'Reading to Learn' program aimed at supporting our literacy initiatives, Stage 4, and also HSC Minimum Standards.</p>
<p>Support for beginning teachers</p>	<p>Total professional learning cost: \$ 3031, casual cover \$6080</p>	<p>We recognise that our profession and the success of future generations of school students relies on having expert teachers who are supported in their beginning years. We ensure that our beginning teachers are given every opportunity to attend professional development courses. We also encourage our beginning teachers to engage in professional dialogue and learning via access to an assigned mentor. We also support all our beginning teachers through the accreditation process.</p> <p>Multiple temporary/permanent teachers to continue the process of collation, annotation and finally submission in 2020 to accumulate status of proficient.</p> <p>Structured PL embedded in the school meeting structure, via weekly 'snapshot' meetings to develop beginning teaching capacity in line with current school focus areas articulated in the School Plan and strategic directions.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	390	350	346	340
Girls	367	327	318	335

Student attendance profile

School				
Year	2016	2017	2018	2019
7	91.9	91.2	89.5	90
8	87.4	87.6	88.4	84.2
9	87.7	83.5	85.4	86.5
10	82.1	83.2	74.8	80
11	87	80.6	83.7	86.4
12	87.1	88.3	82.9	83.1
All Years	87.1	85.6	84	84.9
State DoE				
Year	2016	2017	2018	2019
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	89.7	89.6	88.4	88

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	4	0	4
Employment	4	10	62.5
TAFE entry	0	2	12.5
University Entry	0	0	12.5
Other	0	0	0
Unknown	0	6	12.5

Year 12 students undertaking vocational or trade training

27.37% of Year 12 students at St Clair High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

87.7% of all Year 12 students at St Clair High School expected to complete Year 12 in 2019 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)	8
Classroom Teacher(s)	35.6
Learning and Support Teacher(s)	2.1
Teacher Librarian	1
Teacher ESL	0.4
School Counsellor	1
School Administration and Support Staff	9.88
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, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

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 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	1,328,630
Revenue	9,035,306
Appropriation	8,544,172
Sale of Goods and Services	40,288
Grants and contributions	291,587
Investment income	13,716
Other revenue	145,543
Expenses	-8,601,958
Employee related	-7,617,390
Operating expenses	-984,568
Surplus / deficit for the year	433,348

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.

	2019 Approved SBA (\$)
Targeted Total	83,538
Equity Total	1,110,692
Equity - Aboriginal	47,424
Equity - Socio-economic	627,305
Equity - Language	86,076
Equity - Disability	349,886
Base Total	6,635,864
Base - Per Capita	155,800
Base - Location	0
Base - Other	6,480,065
Other Total	372,840
Grand Total	8,202,934

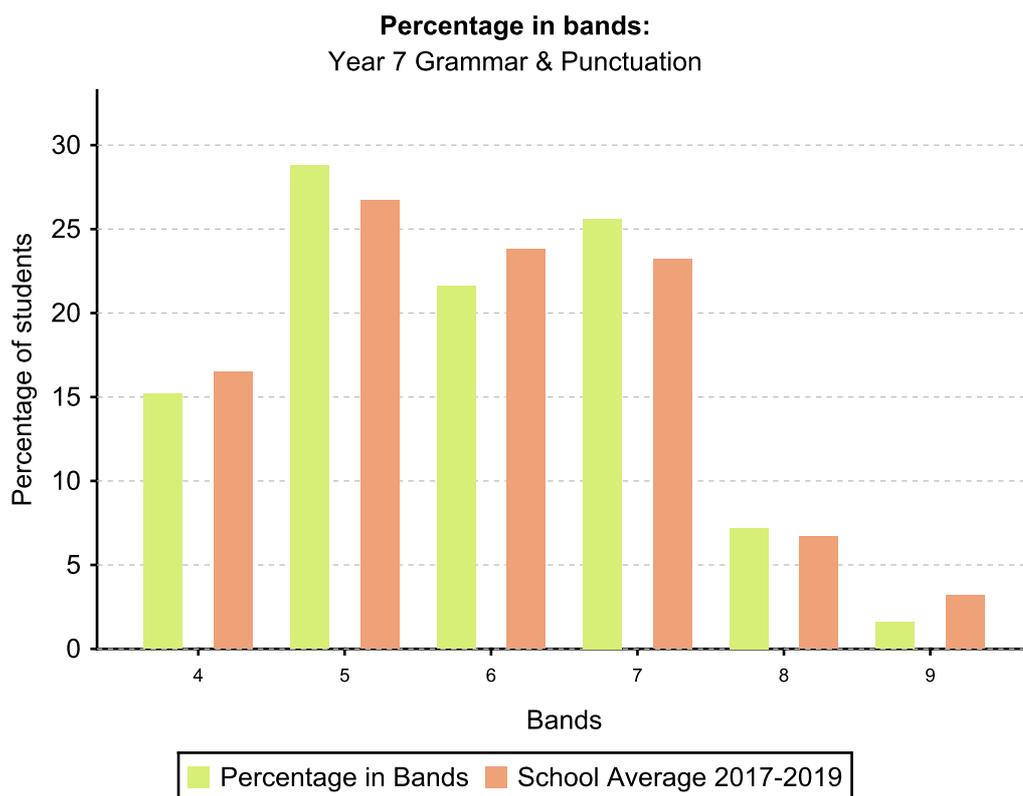
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

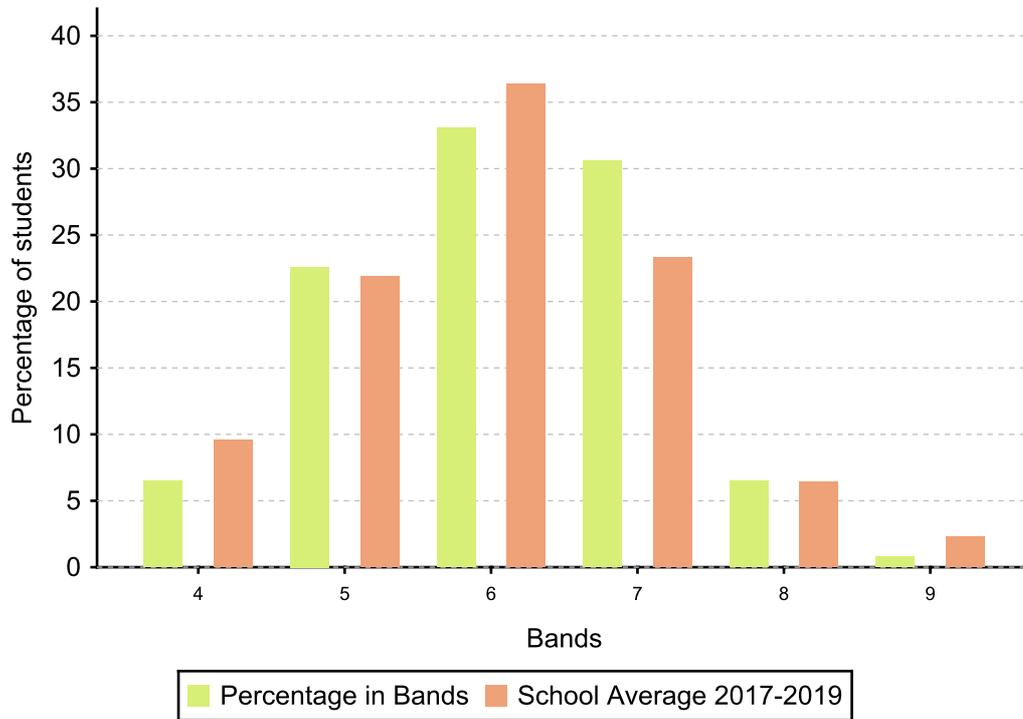
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

Literacy and Numeracy Graphs



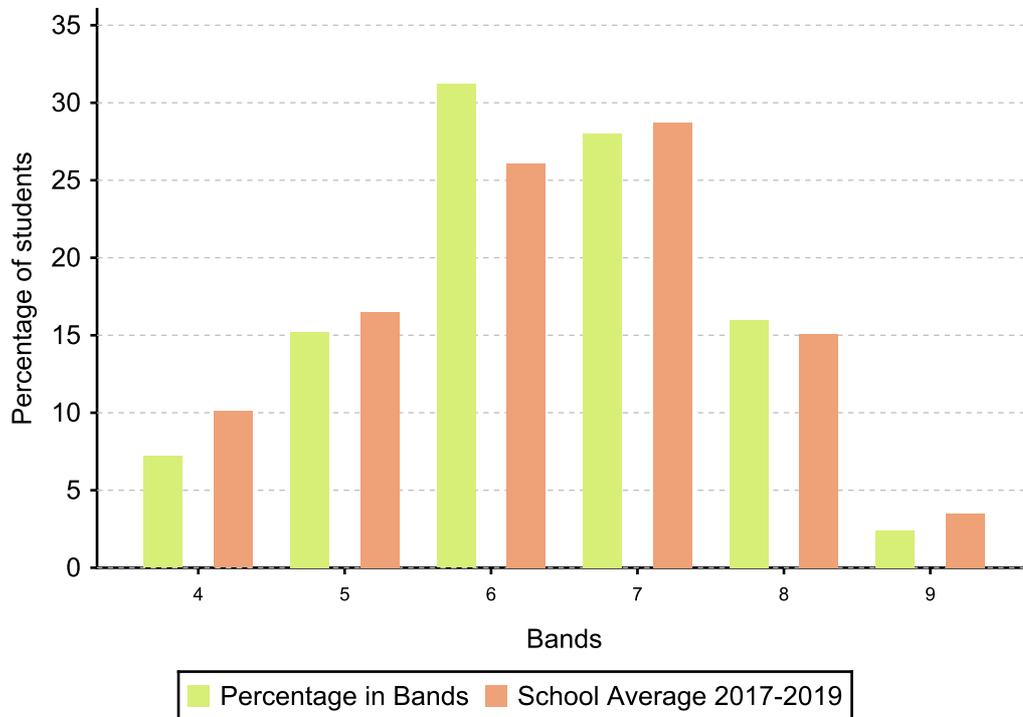
Band	4	5	6	7	8	9
Percentage of students	15.2	28.8	21.6	25.6	7.2	1.6
School avg 2017-2019	16.5	26.7	23.8	23.2	6.7	3.2

**Percentage in bands:
Year 7 Reading**



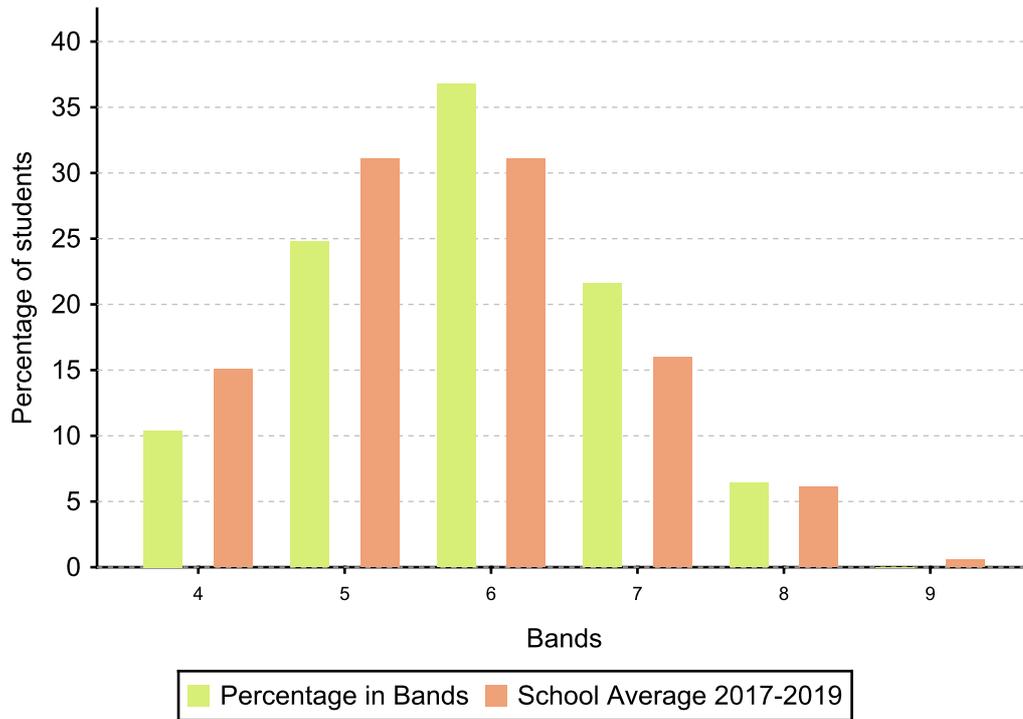
Band	4	5	6	7	8	9
Percentage of students	6.5	22.6	33.1	30.6	6.5	0.8
School avg 2017-2019	9.6	21.9	36.4	23.3	6.4	2.3

**Percentage in bands:
Year 7 Spelling**



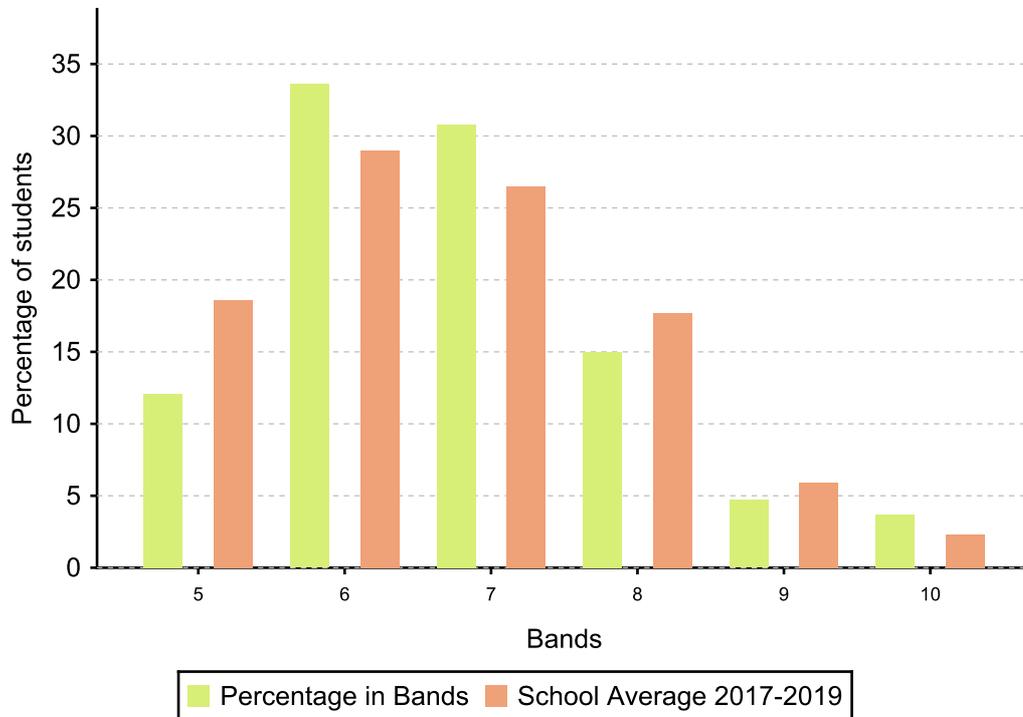
Band	4	5	6	7	8	9
Percentage of students	7.2	15.2	31.2	28.0	16.0	2.4
School avg 2017-2019	10.1	16.5	26.1	28.7	15.1	3.5

Percentage in bands:
Year 7 Writing



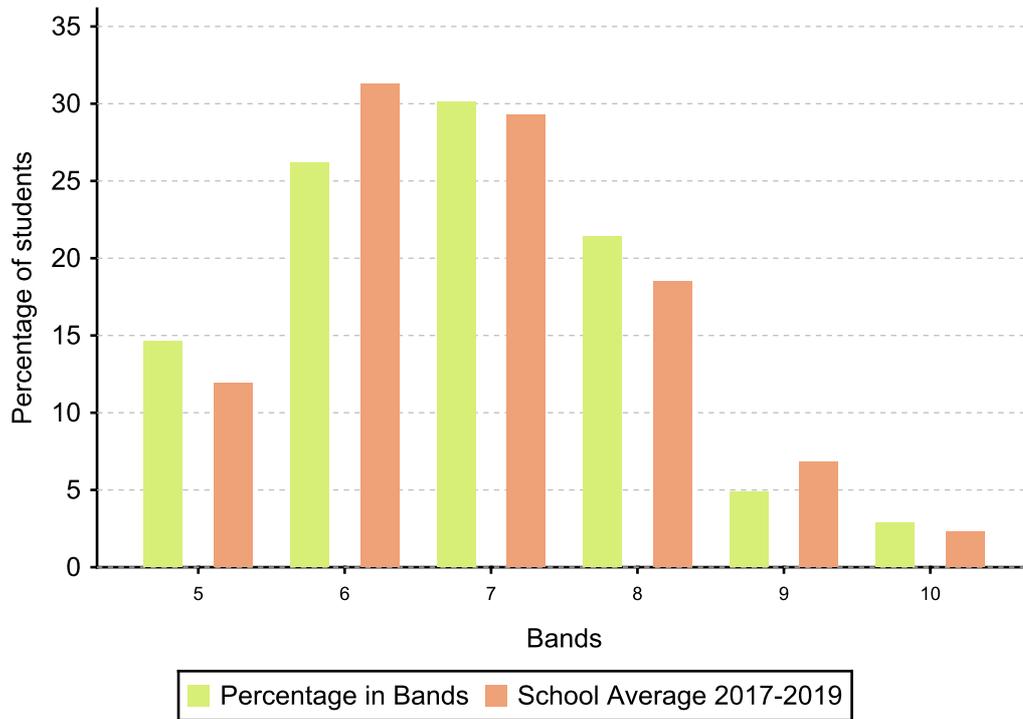
Band	4	5	6	7	8	9
Percentage of students	10.4	24.8	36.8	21.6	6.4	0.0
School avg 2017-2019	15.1	31.1	31.1	16	6.1	0.6

Percentage in bands:
Year 9 Grammar & Punctuation



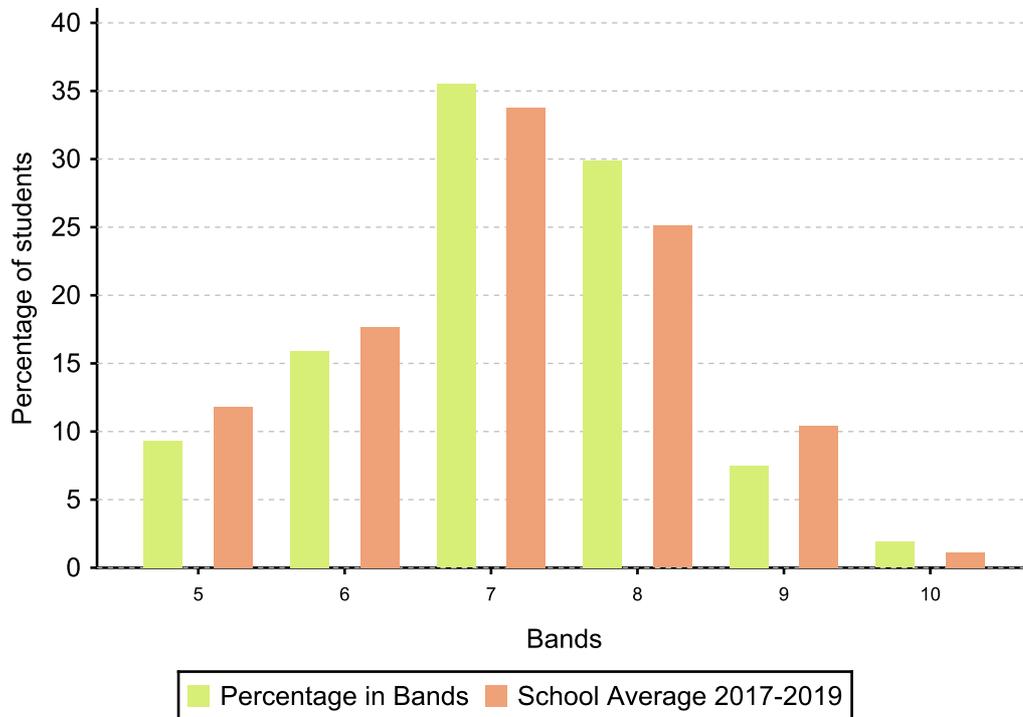
Band	5	6	7	8	9	10
Percentage of students	12.1	33.6	30.8	15.0	4.7	3.7
School avg 2017-2019	18.6	29	26.5	17.7	5.9	2.3

**Percentage in bands:
Year 9 Reading**



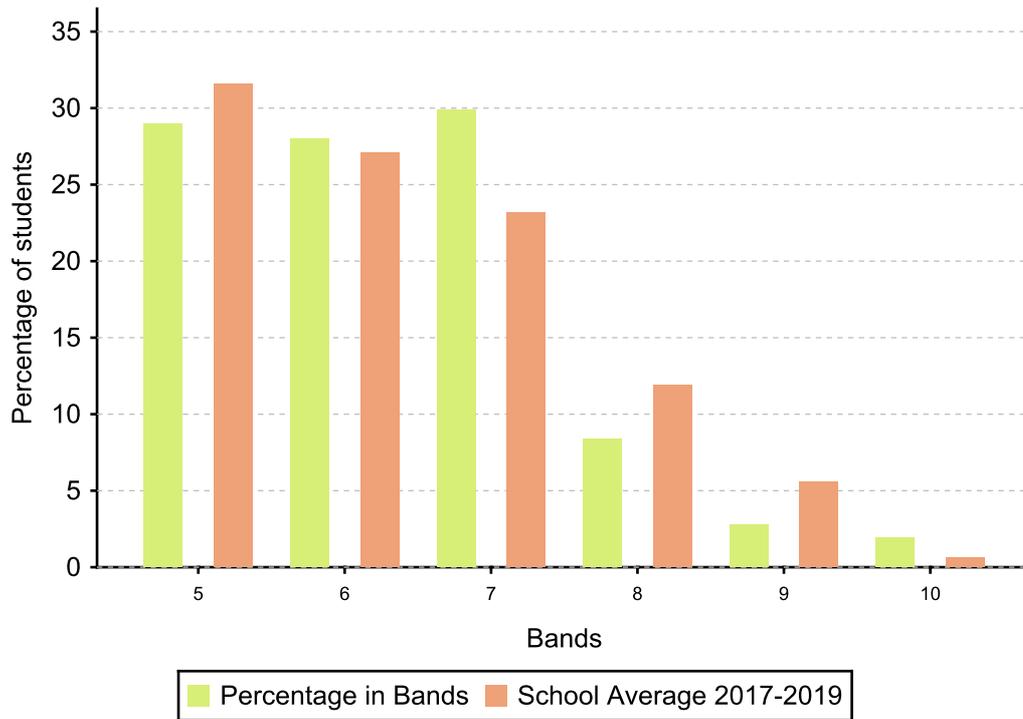
Band	5	6	7	8	9	10
Percentage of students	14.6	26.2	30.1	21.4	4.9	2.9
School avg 2017-2019	11.9	31.3	29.3	18.5	6.8	2.3

**Percentage in bands:
Year 9 Spelling**



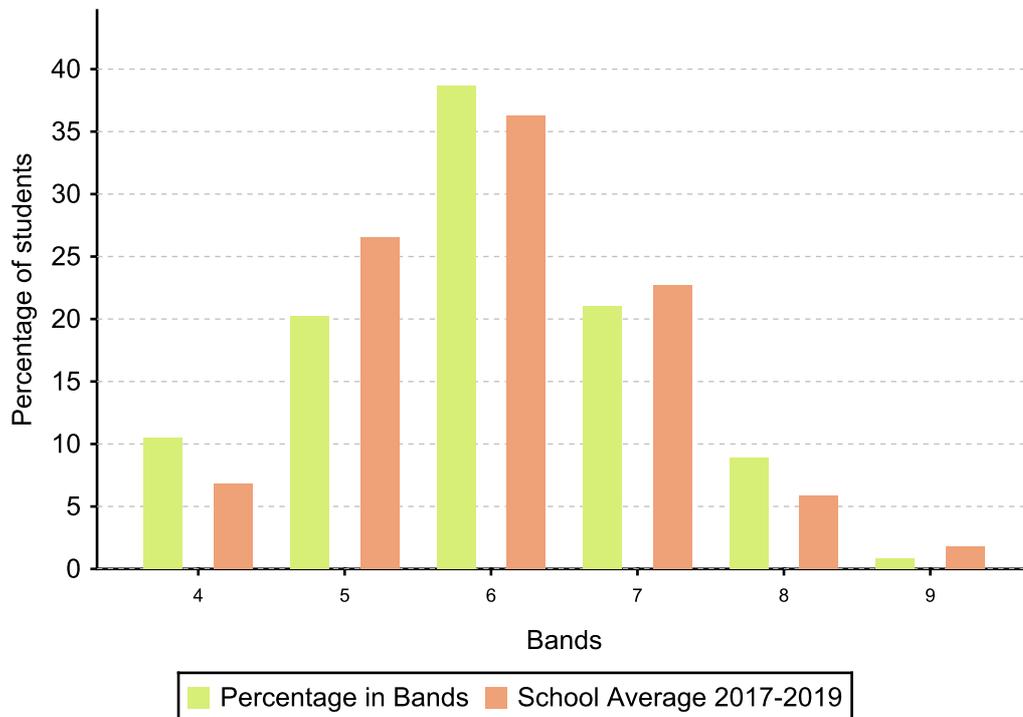
Band	5	6	7	8	9	10
Percentage of students	9.3	15.9	35.5	29.9	7.5	1.9
School avg 2017-2019	11.8	17.7	33.8	25.1	10.4	1.1

Percentage in bands:
Year 9 Writing



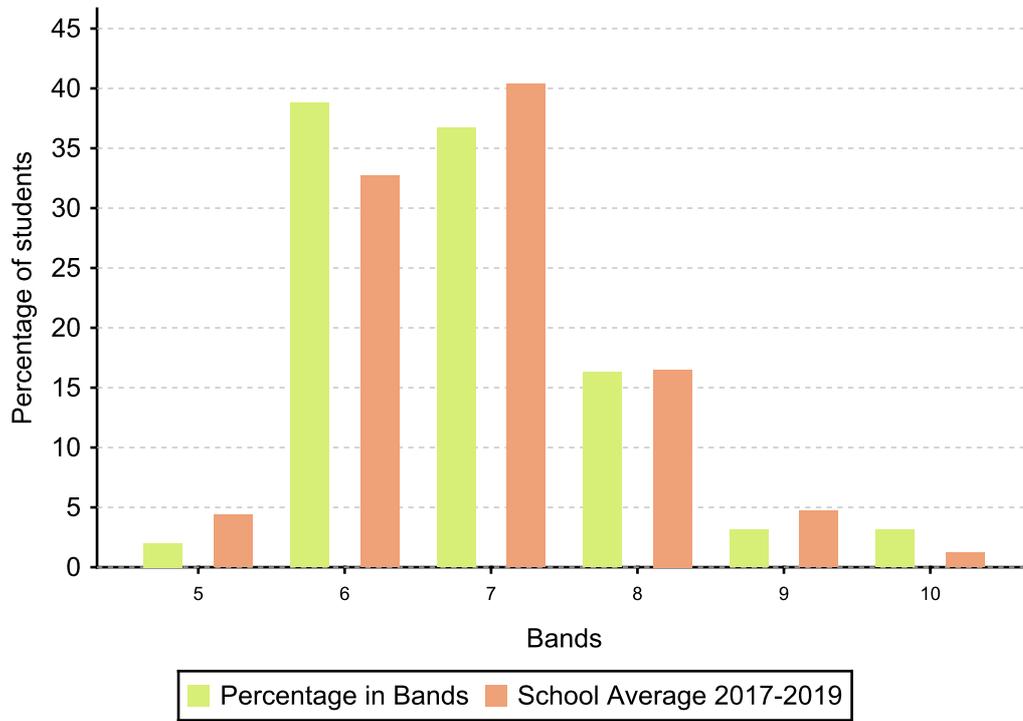
Band	5	6	7	8	9	10
Percentage of students	29.0	28.0	29.9	8.4	2.8	1.9
School avg 2017-2019	31.6	27.1	23.2	11.9	5.6	0.6

Percentage in bands:
Year 7 Numeracy



Band	4	5	6	7	8	9
Percentage of students	10.5	20.2	38.7	21.0	8.9	0.8
School avg 2017-2019	6.8	26.5	36.3	22.7	5.9	1.8

**Percentage in bands:
Year 9 Numeracy**

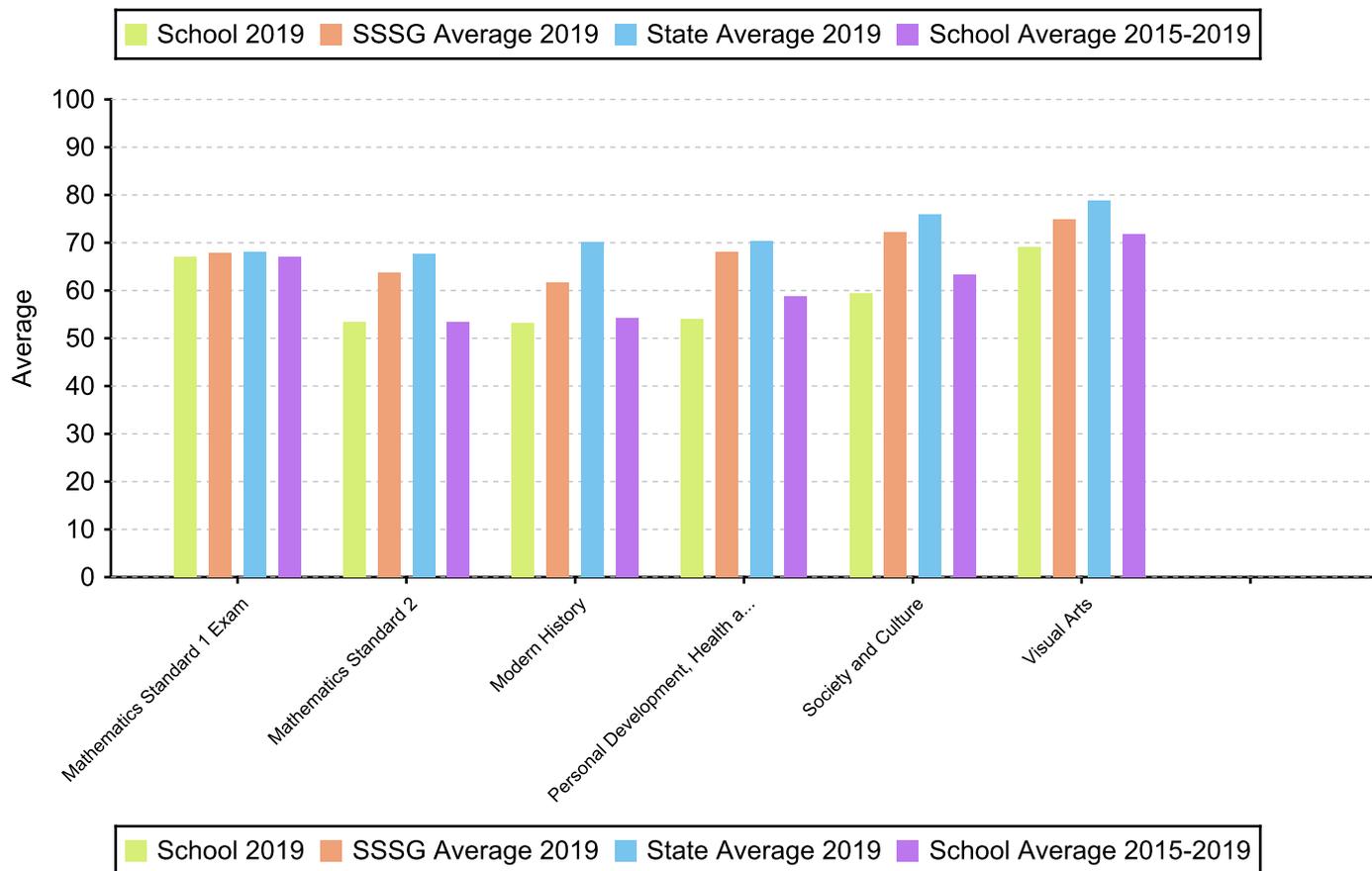
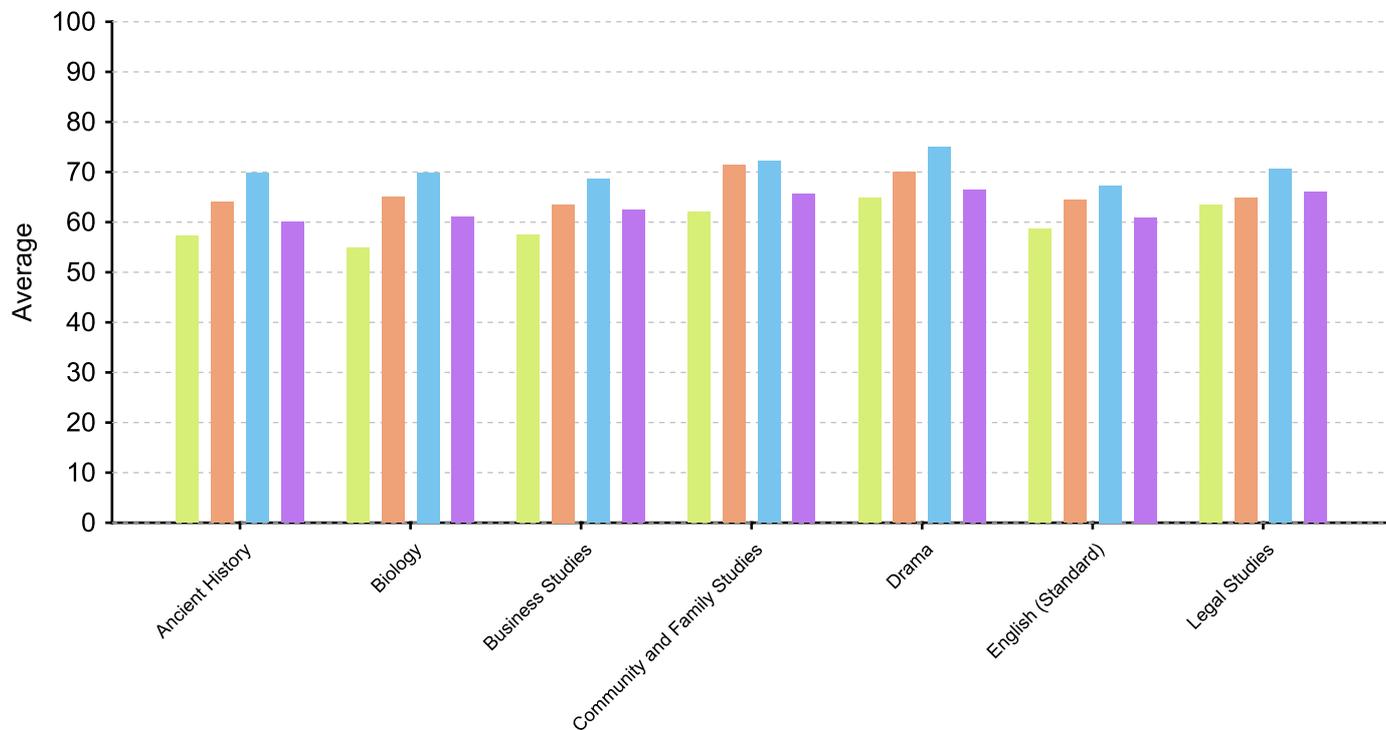


Band	5	6	7	8	9	10
Percentage of students	2.0	38.8	36.7	16.3	3.1	3.1
School avg 2017-2019	4.4	32.7	40.4	16.5	4.7	1.2

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 2019	SSSG	State	School Average 2015-2019
Ancient History	57.2	64.0	69.9	60.1
Biology	54.8	64.9	69.9	61.1
Business Studies	57.4	63.5	68.6	62.4
Community and Family Studies	62.1	71.5	72.2	65.6
Drama	64.8	70.0	75.0	66.4
English (Standard)	58.6	64.4	67.3	61.0
Legal Studies	63.4	64.8	70.6	66.0
Mathematics Standard 1 Exam	67.0	67.8	68.1	67.0
Mathematics Standard 2	53.4	63.7	67.7	53.4
Modern History	53.3	61.8	70.2	54.2
Personal Development, Health and Physical Education	54.1	68.0	70.5	58.9
Society and Culture	59.5	72.2	75.9	63.3
Visual Arts	69.1	75.0	78.8	71.7

Parent/caregiver, student, teacher satisfaction

In April 2019 all staff were surveyed during Staff Development Day, and parents were surveyed during a P & C Meeting. The purpose of the activity was to identify priorities for the newly appointed Principal.

The results were shared with the school community and gave direction to future planning. Some of the positive aspects of the school were reported as: great staff, caring, dedicated and knowledgeable, positive relationships between staff and students, strong sense of community. Challenges identified included: Universal Values, student apathy, attendance and engagement in learning, student learning needs to be a priority in decision making. Threats included; Technology – being ahead of the game, aspiration/resilience – de valuing of importance of learning, not looking to the future. Opportunities highlighted included: stability for the school, creating a new path/vision for learning, fresh eyes, fresh ideas … together we can make a difference.

In relation to the satisfaction levels of students we continue to be guided by the analysis of results from our participation in the annual 'Tell them from Me ' survey. This Department of Education initiative, and the information received from it, continues to be insightful and assists us to develop new initiatives that will engage and develop our students. In analysing the results of the student aspect of the survey it is clearly evident that there is a high degree of satisfaction from the majority of our cohorts towards the values, education and additional programs run at St Clair HS during 2019.

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

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are 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.