

2020 Annual Report

St Clair High School



8571

Introduction

The Annual Report for 2020 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.

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School vision

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 2020, 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>

Self-assessment using the School Excellence Framework

Elements	2020 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	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Sustaining and Growing
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	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

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 2020, COVID impacted significantly on student learning and engagement. Success for every student in every classroom continued as a key focus. 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.	Nil

- 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.	NIL

- 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

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.

NIL

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)

Evaluation of REPOWER - the next logical extension to support students in developing higher order thinking and learning skills. 2020 saw structured PL to build teacher capacity in higher order thinking and feedback to facilitate depth in writing around analysis and evaluative skills.

NIL

Next Steps

2021 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

2020 progress was impacted by COVID. 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)
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. Head Teacher and Deputy (HAD) - to support staff to achieve professional learning goals as identified through the PDP process. 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. Mentor Program at St Clair High School - infancy stage.	NIL

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)
Evaluation of whole school literacy strategy REPOWER. Identified need to	NIL

Progress towards achieving improvement measures

work on academic writing skills including analysis and evaluative techniques.

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 2020 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 saw detailed investigation of Data Walls to facilitate this process.</p>	NIL

Next Steps

2021 will see the further development whole school Numeracy/Literacy writing platform/scaffold to embed higher order thinking skills. 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 2020 COVID impacted on developing and improving school and community partnerships as identified in 2019. School maintained connection via social media and website.

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)
COVID severely impacted on accessing suitable external support networks for our Aboriginal and Torres Strait Islander students.	NIL

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

Evaluation	Funds Expended (Resources)
COVID severely impacted on strengthening community connections. All efforts were made to access various online resources.	NIL

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

Evaluation	Funds Expended (Resources)
COVID severely impacted on accessing networks and suitable expertise to support student and staff learning and wellbeing. All efforts were made to access various online resources.	NIL

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

The school continued to promote student and school achievements via a rigorous social media focus.

NIL

Next Steps

Goals for 2021 will continue to create strong community partnerships. 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	\$54,458.00	<p>COVID directly impacted on the ability of Aboriginal students to undertake the many community initiatives planned for 2020. Students participated in WSU Pathways to Dreaming (Online).</p> <p>Remote Learning - During remote learning, AEM established team on MS Teams to open lines of communication and support. Contact was made with all Aboriginal students to ensure that they were well and equipped for remote learning. AEM home visits were made to those students of whom we were unable to contact online or over the phone to check on wellbeing and provisions were made to assist students in accessing learning from home.</p> <p>Aboriginal Education Mentor (Mrs Bargmann) continued 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> <p>The Yarning Circle Project was established. The Yarning Circle is a purposely built educational space that represents and symbolises the collaborative and communicative culture of the Aboriginal and Torres Strait Islander people. Not only a place for learning, but also a place where all can come and have a yarn in a safe and respectful space where you can be heard and respond. The official ceremony to be held in March 2021.</p> <p>In consultation with Aunty Jacinta Tobin, each school in our STEPS community has become the caretakers or custodians of a local Darug animal to care for and learn about. These custodian animals are represented in the custodianship poles located in this Yarning Circle.</p>
English language proficiency	\$31,598.00	<p>In 2020 the school had an enrolment of 246/677 LBOTE students (36.3%), 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>English language proficiency</p>	<p>\$31,598.00</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 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>2020 saw a continued focus on EALD reporting in accordance with DoE Policy requirements. 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>Additional SLSO hired in 2020 for 2021</p> <p>WordFlyers</p> <p>Ongoing use of key literacy and numeracy programs - multiLit and IXL</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$351 331.00) 	<p>All Year 12 students in 2020 met HSC Minimum Standards.</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</p>

<p>Low level adjustment for disability</p>	<p>Additional SLSO hired in 2020 for 2021</p> <p>WordFlyers</p> <p>Ongoing use of key literacy and numeracy programs - multiLit and IXL</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$351 331.00) 	<p>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 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 students achieved growth. Comprehensive pre and post testing data prepared.</p> <p>Allied Health Services Psychologist services - planning for more effective usage in 2021 in the spirit of the ReSET program.</p> <p>Student profiles being completed based on information provided from primary school, counsellors and families for dissemination to staff in 2021. Parent permission to be obtained prior to any dissemination.</p> <p>PL - Support Unit presented by Learning and Wellbeing - very effective</p> <p>End of year rewards to students who fully participated in LS programs continues to be a great strategy. Fosters a sense of family</p> <p>Permanent SLSO for Support Unit to go to ad in early 2021.</p>
<p>Socio-economic background</p>		<p>Above establishment Deputy Principal funding.</p> <p>In 2020, 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 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.</p> <p>Funds have also been allocated to employ a TSO to ensure the SCHS community has access to efficient futures focused equipment and expertise to assist teaching and learning.</p> <p>2020 saw the employment, and establishment, of a Community Liaison Officer (CLO) 5 days/week to build the relationship, and ongoing commitment, to our Pacific Islander Community to ensure we are working</p>

<p>Socio-economic background</p>		<p>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 pathologist and 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 saw 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 \$924.00</p>	<p>Beginning teachers are supported through structured professional practice which is regular and monitored. 2020 external resourcing was impacted by COVID restrictions, however online forums were accessed. All new teachers undertake an induction process at the beginning of the year and are assigned a teacher mentor in each faculty for subject specific support. Targeted professional learning is structured and delivered by experts within the school, and all teachers are encouraged to undertake external professional learning in line with the School Plan and Strategic Directions. Beginning Teachers' Professional Development Plans are supported by a coordinated whole school approach to developing professional practice, informed by research. We also support all our beginning teachers through the accreditation process by delivering structured mentoring which focuses on collation, annotation and submission of documentation in order for teachers to accumulate the status of proficient teacher.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	350	346	340	336
Girls	327	318	335	317

Student attendance profile

School				
Year	2017	2018	2019	2020
7	91.2	89.5	90	93
8	87.6	88.4	84.2	89.6
9	83.5	85.4	86.5	86.2
10	83.2	74.8	80	77.8
11	80.6	83.7	86.4	86.9
12	88.3	82.9	83.1	89.4
All Years	85.6	84	84.9	87
State DoE				
Year	2017	2018	2019	2020
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	89.6	88.4	88	89.6

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. 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.

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	0	6
Employment	10	15	24
TAFE entry	3	2	19
University Entry	0	0	19
Other	6	0	0
Unknown	3	4	29

Year 12 students undertaking vocational or trade training

38.67% of Year 12 students at St Clair High School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

95.1% of all Year 12 students at St Clair High School expected to complete Year 12 in 2020 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)	36.6
Learning and Support Teacher(s)	2.1
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	9.88
Other Positions	1

*Full Time Equivalent

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 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	1,761,978
Revenue	9,151,016
Appropriation	9,027,663
Sale of Goods and Services	38,413
Grants and contributions	80,011
Investment income	4,729
Other revenue	200
Expenses	-9,622,336
Employee related	-8,154,887
Operating expenses	-1,467,448
Surplus / deficit for the year	-471,320
Closing Balance	1,290,658

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.

	2020 Approved SBA (\$)
Targeted Total	282,940
Equity Total	1,154,749
Equity - Aboriginal	54,458
Equity - Socio-economic	717,362
Equity - Language	31,598
Equity - Disability	351,331
Base Total	6,966,983
Base - Per Capita	162,340
Base - Location	0
Base - Other	6,804,642
Other Total	359,347
Grand Total	8,764,019

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.

2020 NAPLAN

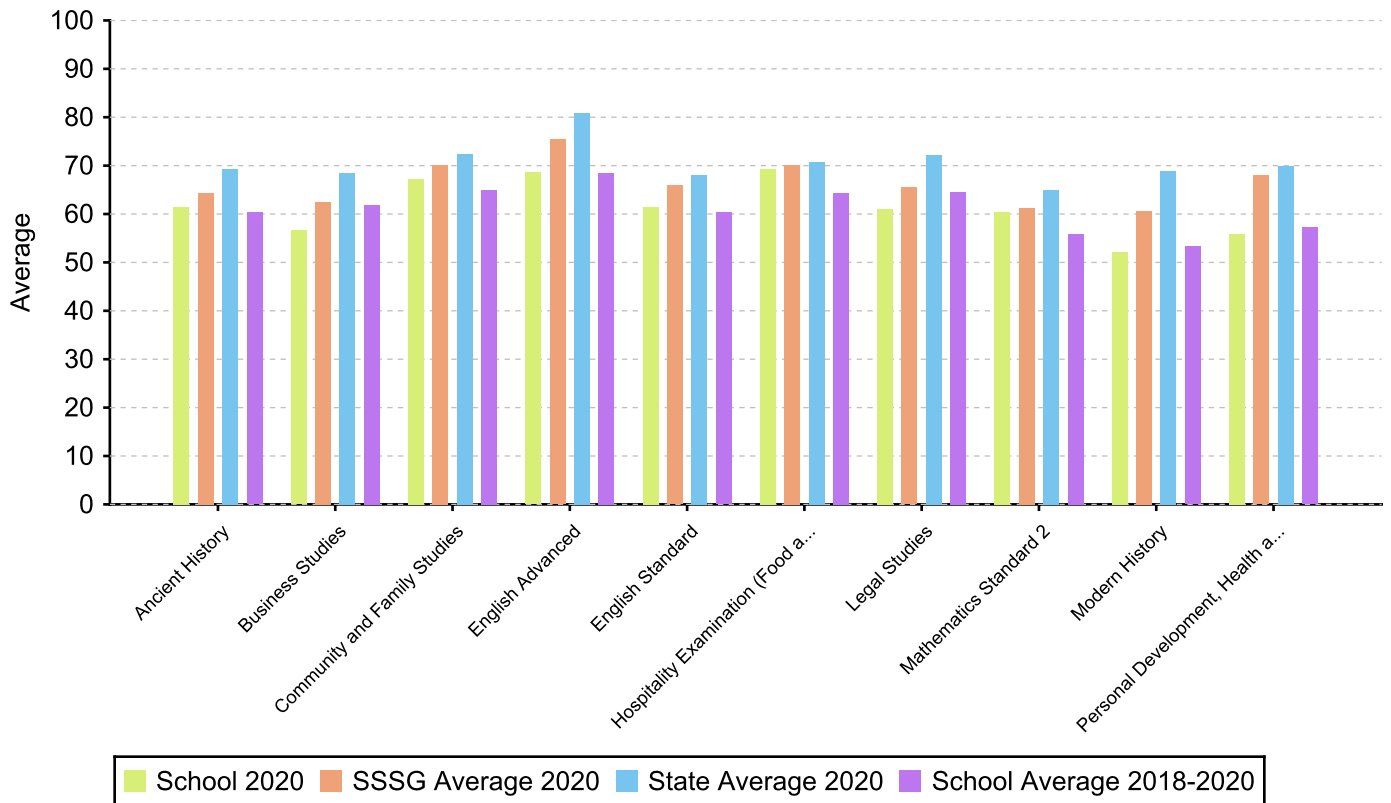
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

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 2020	SSSG	State	School Average 2018-2020
Ancient History	61.4	64.4	69.4	60.3
Business Studies	56.6	62.5	68.6	61.9
Community and Family Studies	67.2	70.1	72.4	65.0
English Advanced	68.6	75.4	80.8	68.5
English Standard	61.5	65.9	68.1	60.3
Hospitality Examination (Food and Beverage)	69.3	70.2	70.8	64.4
Legal Studies	61.0	65.5	72.1	64.6
Mathematics Standard 2	60.4	61.2	64.9	55.8
Modern History	52.2	60.6	68.9	53.3
Personal Development, Health and Physical Education	55.9	68.0	69.9	57.2

Parent/caregiver, student, teacher satisfaction

2020, whilst impacted by COVID, saw a renewed level of support from parents/caregivers, student and teacher satisfaction as demonstrated by a firm vision adopted by all stakeholders to provide the necessary commitment to learning to ensure student growth and ongoing wellbeing.

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 2020.

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.