



SCHOOL CONTEXT STATEMENT

Updated: March 2023

School number: 0773

School name: Clare High School

School Profile:

Vision:

Clare High School is a learning community that inspires, supports and challenges every learner to engage in achieving success, through fostering education, social development and wellbeing.

Mission

A High Performing Site where every learner is given the opportunity to grow.

Values

Respect
Inclusion
Growth

Junior Secondary

Through Junior Secondary schooling, students at Clare High School are able to experience the comprehensive curriculum offerings available for further study in Middle and Secondary years. Junior Secondary students undertake the full range of subject offerings through a set curriculum. English, Mathematics, Science, Humanities and Health and Physical Education are all studied for a full year, with Technologies, German, Arts and Agriculture completed for a Semester.

Students undertake STEM (Science, Technology, Engineering & Mathematics) lessons as a combined Science and Mathematics curriculum across the week. These lessons occur in the \$3.5 million building that was opened in 2020, with five purpose-built STEM classrooms. Our staff are committed to innovative pedagogies in this area and, as a school, we participate in the STEM Ambassador Program, STEM 500, Girls in STEM and STEM Aboriginal Student Congress.

Middle Secondary

All Middle Secondary students continue to study the compulsory curriculum areas of Mathematics, English, Science, Physical Education and Humanities. In Years 9 and 10, students commence their personalized learning by electing other subjects they would like to study further (ie Agriculture, Music, Tech Studies, Media Arts, and more).

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Year 9 and 10 students engage in a structured GRIt. Program throughout the year where the focus is on personal growth, and wellbeing. This program aims to assist students to strengthen their relationships, build positive emotions, enhance personal resilience, promote mindfulness and encourage a healthy lifestyle.

All Year 9 students are required to complete The Rite Journey.

In Year 10, along with completing the requirements of the Australian Curriculum, students begin their journey through SACE. This begins with the completion of the PLP (Personal Learning Plan).

Senior Secondary

Clare High School's Senior Secondary program provides students with various learning opportunities within a supportive environment. The emphasis for our students is to foster independence and a love of learning as well as the successful transition from school to the workforce or further study. Staff assist students to excel within areas of personal interest to achieve their SACE and/or success within their chosen career pathway/s.

Curriculum

The curriculum is supported by a 7 line timetable structure with 6 lessons per day divided into 3 equal learning blocks consisting of 2 lessons. A 25 minute recess break and a 40 minute lunch break distinguish each learning block.

The Arts (visual, performing, music, media), English, STEM in Year 7 & 8, Maths, Science, Agriculture, HPE, LOTE (German), HASS (History, Geography), ICT, Practical Technology (Tech Studies & Home Economics) exists across Year 7 -12. More than 60 face to face options are provided for students studying at Stage 1 (Year 11) and Stage 2 (Year 12).

The Australian Curriculum

The Australian Curriculum provides a dynamic teaching and learning framework for all schools across Australia. The national curriculum details content, knowledge and skills you are expected to develop at each year level and within the eight learning areas. At Clare High School, teachers utilise this flexible structure to plan and respond to student needs and interest in a genuine and meaningful manner, whilst monitoring and assessing student progress through the Achievement Standards.

What Is the SACE?

The South Australian Certificate of Education (SACE) is a modern, internationally recognised secondary school qualification designed to equip you with the skills, knowledge, and personal capabilities to successfully participate in our fast-paced global society.

The SACE has evolved to provide you with more flexibility to choose subjects that reflect your interests, skills and career goals, using a combination of SACE subjects, Vocational Education and Training (VET), community learning, University and TAFE studies.

Modified SACE Subjects (Senior School)

Modified subjects are highly individualized subjects in which curriculum and assessment are designed around development of one or more SACE capabilities and personal learning goals that are appropriate for the student.

Modified subjects are available for the small number of students with abilities whose learning needs cannot be sufficiently addressed through the flexibilities of other SACE subjects and/or with reasonable adjustments under the Special Provisions in Curriculum and Assessment Policy.

Vocational Education Training (VET)

Vocational Education Training (VET) is an optional pathway or experience for students in Years 11 and 12. VET is an internationally recognized term used to describe education and training accreditation, which allows students to explore career pathways and acquire skills and knowledge in readiness for work.

By undertaking VET courses, students are able to access industry developed training packages and gain accreditation, as well as earn SACE credits. VET courses are available for all eligible students at Clare High School.

Special Options

Our aim is to offer the students a diverse curriculum, meeting the individual needs of all students, preparing them for an independent life beyond school. Students participate in a number of core subjects Year 7 to Year 12 as well as a range of elective subjects each Semester in the aim of maintaining a balanced curriculum.

With the Special Options Classes, students will have the opportunity to:

- Develop Literacy, Numeracy and ICT
- Develop skills in independent living
- Develop skills in community access
- Be supported in transitioning to life beyond schooling
- Complete the SACE modified Certificate
- Connect with DES (Disability Employment Agencies) or Moving On Programs as they develop their pathway to a meaningful post school option
- Participate in a holistic learning environment including camps, excursions, sports days and carnivals.

Clare High School provides a range of programs to support 2.0 Tier 2 salaries to run a Special Class and a Disability Unit to support students identified under the Students with Disabilities Policy. A Learning Centre has been established to support Students with a Disability. The enrolments in this area growing.

One Child, One Plans for students are managed through a dedicated coordinator and approximately 80 hours per week of SSO classroom support is provided to students with learning needs.

Mainstream Learning Support

Clare High School uses a range of strategies to identify students with learning difficulties in mainstream classes and offers support to these students. These strategies include:

- Year Level Coordinators closely monitor participation and achievement to identify those students who are significantly underachieving. Year Level Coordinators work with the student, their parents and school staff to improve the student participation and achievement and implement the One Plan.
- Support and referrals will be implemented as required, accessing support to improve learning outcomes for all students.
- School Service Officers support is given in classrooms and implement learning intervention programs offered to support students' learning.

Open Access/Distance Education Provision

The school has an Open Access facility. Senior Students and only those with a demonstrated need and the ability to work independently are likely to be offered access to subjects through this means. Students are liable to bear the costs. Students in the middle years may access Open Access for LOTE only.

Special Curriculum Features

All Year 9 students are required to complete a transition "Presentation" using round table assessment to graduate from Year 9. This involves a parent, community member and teacher questioning the students on learning styles, achievement and pathways. The students must use current technology with Powerpoint Presentations being popular.

Teaching Methodology

Staff are encouraged to explore a range of teaching methodologies. Our focus is on student engagement, academic rigour and enhancement of student learning styles. Staff are required to fully prepare and plan all subject matter and high quality teaching is insisted upon. All staff participate in formal line management and teaching performance where feedback is an integral aspect of this process.

Student Assessment Procedures and Reporting

All subject areas have been fully mapped and documented against the Australian Curriculum and the SACE, and standardised assessment occurs across all learning areas. Staff use assessment rubrics to provide students with specific feedback. Written reports are completed at the end of each semester and parent / teacher interviews are conducted at the midway point of each semester. All students receive grades from A-E that are consistent with Australian Reporting standards

and the school uses a formal Grade Point Average (GPA) to recognise and reward student academic success. Clare High believes that student assessment and reporting should promote a positive attitude towards learning and encourages the “seeking of worthy goals” in relation to academic learning. Student Reports and Parent / Teacher Interviews will provide parents with detailed information regarding student performances in all areas of learning. Feedback regarding social skills, attendance, compliance with uniform and general attitude to work is provided to parents. In addition, parents are able to map student academic progress on a daily basis using the Parent Portal part of the Daymap program, and teachers report and assess every task using this medium.

Joint Programmes

Viticulture and Agriculture with the help of the community, led-steer and led goat program as part of the Royal Adelaide Show, District faculty hubs, Lions Youth of the Year Quest, Rotary National Science Program, District debating competitions, and District Concert Band are all part of the curriculum.

Extra Curricular Activities

- State and National Competitions in Science, Mathematics, Writing and Debating.
- Student Representative Council (SRC) with Student Leadership being Year 12 Head Prefects and Deputy Head Prefects.
- Regular lunchtime activities.
- Royal Adelaide Show LED Steer and LED Goat program
- Balaklava Eisteddfod Music Competition.

Camps:

- Year 7 – Aquatics focus
- Year 8 – Outdoor Ed and Personal Challenge focus
- Year 9 – Self Reliant Camp (Connection to Rite Journey program)
- Year 10 – Ski Trip during the Term 2/3 holidays.
- Various Curriculum Excursions, Career Expo and Career Camps, Visiting Artists and Health and Wellbeing Presentations.

1. General information

- School Principal: Sharryn Daly
- Assistant Principals: Derek Friedrichs, Katie Liebelt
- Year of opening: Clare High School commenced in 1921. The High School commenced on its current site in 1971.
- Postal Address: Elliot Street, Clare SA 5453
- Location Address: Elliot Street, Clare SA 5453

- DE Partnership/Portfolio: Mid North Partnership/Gawler 2
- Geographical location – 137km distance from Adelaide GPO
- Telephone number: (08) 8842 2788
- Fax Number: (08) 8842 2153
- School website address: www.clarehs.sa.edu.au
- School e-mail address: dl.0773.info@schools.sa.edu.au
- February FTE student enrolment:

| February FTE Enrolment | | 2019 | 2020 | 2021 | 2022 | 2023 |
|------------------------|-------------------------------|------|------|------|------|------|
| Primary | Special, N.A.P, Ungraded etc. | 4 | 0 | 0 | | |
| | Year 1 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| | Year 2 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| | Year 3 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| | Year 4 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| | Year 5 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| | Year 6 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| | Year 7 | 71 | 78 | 79 | 63 | 56 |

| | | | | | | |
|-----------------|-------------------------------|------------|------------|------------|------------|------------|
| Secondary | Special, N.A.P. Ungraded etc. | 13 | 12 | 12 | 11 | 8 |
| | Year 8 | 112 | 102 | 112 | 92 | 72 |
| | Year 9 | 109 | 105 | 91 | 109 | 91 |
| | Year 10 | 75 | 87 | 91 | 82 | 97 |
| | Year 11 | 79 | 71 | 76 | 81 | 75 |
| | Year 12 | 70 | 74 | 64 | 61 | 72 |
| | Year 12plus | 2 | 0 | 1 | 2 | 3 |
| Disability Unit | | | 4 | 7 | 5 | 6 |
| FLO | | | | | 12 | 11 |
| TOTAL | | 531 | 533 | 533 | 518 | 491 |

| | | | | | |
|------------------------|--------|--------|--------|--------|----|
| School Card Percentage | 21.75% | 23.75% | 23.64% | 23.37% | |
| ICSEA Value | | | | | |
| NESB Enrolment | 4 | 5 | 5 | | |
| Aboriginal Enrolment | 18 | 20 | 27 | | 33 |

- Student enrolment trends: Decline in enrolments since 2022 as St Joseph's Catholic School has developed a Middle School Year 7-9 and in 2023, Horizon Christian College has also introduced Year 7-9.
- Staffing numbers (as at February census):
37.9 FTE Teaching Staff, 20 Ancillary Staff

- Public transport access:
Students living more than 5 kms from the school travel on school buses. There is no public transport however a taxi service is available.

The school works closely with its Partnership Group (Mid North), encompassing 14 schools and pre-schools in the local area. The school supports local feeder schools of Auburn, Watervale, Blyth, Clare, Booborowie, Brinkworth, Koolunga, Spalding, Snowtown Primary Schools and the Clare Valley Children's Centre and Gums Kindy.

2. Students

- General characteristics
Students are generally well engaged and active in their learning. They are highly involved in the community and academic success is a strong objective of most students. Students are very social and positive relationships between staff and students exist. Strong intervention and highly developed support programs exist for at risk students.

Wellbeing

At Clare High School, the wellbeing of our students is at the centre of everything we do. We strive to develop the 'whole person' and take pride in our approach to individualised learning that respects individual differences and fosters and grows the values and strengths of each of our students. Our Wellbeing Education operates within the context of the DE Student Wellbeing Framework and adheres to our school values: Growth, Inclusion and Respect. We have developed our own Clare High School Wellbeing for Learning and Life Plan, which underpins our work in this area.

Student Wellbeing Programs

The team is led by the Wellbeing Co-ordinator and consists of 1 Wellbeing Teacher, 1 part-time Christian Pastoral Support Worker, Year level Coordinators, Aboriginal Education Teacher (AET), Student Learning Support Coordinator and Senior Leaders. The team provides emotional, social and behavioural support for students, staff and parents and coordinates a range of intervention support programs for students at risk as well as extracurricular programs for all students.

The Student Wellbeing team coordinates special projects for students at risk (STAR) of not completing secondary schooling or leaving school without a clear pathway. Flexible Learning Options (FLO), VET, School Based Apprenticeships, Certificate Training and Part time programs are available for students. Modified SACE is also available for students who qualify.

Doctors on Campus (DOC) and Specialist Health Services are supported on site to ensure all students are able to access wellbeing and health services. There is a booking and referral process that is coordinated by the Wellbeing team. Local Wellbeing and Health professionals are engaged with the school to support the needs of all young people attending Clare High School.

Student Voice

Student leadership is a key focus area of student development at Clare High. Student leadership is coordinated through a School Prefect and Student Representative Council. The SRC meets regularly in lesson time and students, through their representatives, actively participate in decision making with recommendations going to Governing Council and / or Leadership and/ or Staff Meetings. The SRC is supported by staff mentors and students at all year levels undertake formal leadership training throughout the year.

Student Management

At Clare High School, every person has the right to a safe, caring, orderly learning environment in which the rights of all students to learn and all teachers to teach are supported and protected. A positive classroom environment is governed by a student behaviour code, school values and the use of inclusive programs. Positive reinforcement is the key to successful behaviour management; every person needs to be supported and taught how to accept responsibility for his or her behaviour. Partnerships and communication with parents is a strong focus area that underpins student management.

Pastoral Care

GRIT Program

The roll class structure is central to student learning and wellbeing. Each day commences with a 10 minute daily administration time for all students. All students undertake formal pastoral care activities (GRIT program) for an allocated 1 lesson/week (Wednesday). Student/staff relationships are highly valued to ensure that all students have a staff member who takes a personal interest in them; to provide staff and students with an opportunity to get to know each other; to develop a climate which will promote meaningful parent-student-staff interaction; to explore with students practical and appropriate methods of solving problems and/or resolving conflict; to provide relevant information and support with respect to the administration attached to schooling; to develop and promote the informal aspects of school.

Rite Journey

The Rite Journey runs for one Semester and allows Year 9 students to reflect of their experiences of the world and on their own beliefs as they attempt to make sense of their rapidly changing and complex global environment, and as they develop their identity as individuals. It is a self-development program that supports students in their journey into adulthood.

This subject explores a broad variety of issues in the areas of consciousness, connection and challenge.

Youth Opportunities

Youth Opportunities teaches skills in personal leadership and encourages students to take control of their own lives. The program revolves around 4 Big Decisions: Decide to be Happy, Decide to Goal Plan, Decide to Send Stars, and Decide to Grow. Through this practical thinking framework, students are able to develop purpose and create motivational habits to succeed at school, home, work, and socially both now and in the future.

This program ensures young people don't just cope, they thrive.

International Education (currently impacted by COVID-19 restrictions)

CHS has an International Program with short and long term exchange students from Japan, Germany, Spain, France and other countries of the world. We also have a short term visit to Cambodia as well as having students come to our school for ESL. The school offers the study of the German language to students from Years 7-12.

3. Key School Policies

School Improvement Plan (2023-2025)

School Vision Statement

Clare High School is a learning community that inspires, supports and challenges every learner to engage in achieving success through fostering education, social development and wellbeing.

School Priorities

Higher Standards of Learning Achievement (Education):

Clare High School is characterised by high student achievement, growth, challenge, engagement and equity.

Literacy:

Increase student achievement in Reading in Years 7 to 9.

Numeracy:

Increase student achievement in Numeracy in retaining students in the High Bands from Years 7 to 9.

SACE:

Increase student achievement in SACE completion rate and in High Bands.

School Values

RESPECT...we hold ourselves, others and the environment in high regard

INCLUSION...we all embrace diversity

GROWTH...we all strive for improvement

4. Sporting Activities

The school has swimming and athletics carnivals in Term 1. Teams are selected to represent the school in the Mid North Swimming and Athletics Carnivals, Mile End Athletics Carnival and SSSSA Swimming Carnival. The school participates in a number of knockout sports including football, netball, hockey, tennis, cricket, basketball, softball, soccer and touch.

Clare High School was awarded the Howard Mutton Shield as the best sporting school in South Australia for 2004/5 and 2005/6 and it has been State champion in many sports including football, netball and cricket. Numerous students are selected to participate in National sporting competitions each year and a number of students have also participated at International level in the past few years. Clare High participates in the Gawler Gymkhana horse trials and conducts its own gymkhana for schools from all over the state.

5. Other Co-Curricular Activities

General

Our students participate in state and national competitions in Science, Mathematics, Writing and Debating. The SRC organise lunch time Roll Class competitions. The School's Christian Pastoral Support Worker also takes responsibility for providing regular lunchtime activities. In the past these have been highly successful events, including Rimmer Ball competition, Harmony Day and "Survivor". The school also participates in the Royal Adelaide Show LED Steer and LED Goat program and the Balaklava Eisteddfod Music Competition. Year level camps for all Year 7-9 students are held annually: Year 7 – Aquatics focus, Year 8 – Outdoor Ed and Personal Challenge focus, Year 9 – Self Reliant Camp, Year 10 – Ski Trip during the Term 2/3 holidays.

6. Staff (and their welfare)

Staff Profile

With changes to staffing policies, there has been a trend resulting in new staff members moving into Clare High School. The school uses the Local Selection process to select staff members who are able to demonstrate their outstanding teaching skills and work ethic, and to select those who are prepared to make a greater contribution to the vision of the school and the community. The staff are expected to embrace their personal professional development and as such complete annual Role Statements and Performance Plans. Regular Performance Development sessions are conducted by Line Managers. Re-training programs are encouraged as we move into an educational world that differs from our training of many years ago. Teams are strongly encouraged and the school is structured to enhance teamwork. All staff are required to take on roles and responsibilities outside of their primary work areas to support the continued improvement and development of the school.

Leadership Structure

Principal, 2 x Assistant Principals, Coordinator B1 (13): English/LOTE & Literacy, STEM and Ag Science, HPE and Sport, Design and Digital Technology, The Arts and School Performance, HASS and Inclusion, Maths / Numeracy, Student Wellbeing, ICT, Student Learning Support, Year 7/8 & Transition, Year 9/10 & Student Voice and Year 11/12 & SACE Pathways.

Access to Specialist Staff

Instrumental Music teachers visit each week to instruct students and they share an office on site with our music teacher. Referral to Integrated Support Services for assistance with developing programs to support individual student learning.

7. Incentives, support and award conditions for Staff

- Complexity placement points
1.5
- Isolation placement points
Refer to DECD website
- Travelling time
2 hours from Adelaide
- Housing assistance
Government Housing available – ring 8842 32844
- Cash in lieu of removal allowance
Yes
- Relocation assistance
Yes

8. School Facilities

Buildings and Grounds

The school is situated on a large area of land against a backdrop of hills, trees and grapevines. There are two large oval areas in the northern and eastern parts of the school. The agricultural grounds are to the west and include sheep grazing yards, cattle yards, fruit trees and vines. Situated in the agricultural blocks is an Automatic Weather Station which provides complex weather information to the Weather Bureau via a computer link. The school is co-located with the Clare Valley Children's Centre with multiple facility upgrades occurring over the past 10 years including: Trade Training Centre, STEM classrooms, Science Laboratories, Ag Science learning spaces, Performance Hall, Home Economics, COLA, Art Centre, General Classrooms, Staffroom, Gymnasium, x2 large ovals and well kept school grounds.

Specialist Facilities and Equipment

Since 2018, \$3.5m STEM works program and \$5m Building Better Schools project. In 2023 \$500,000 Wellbeing Centre is being developed.

Staff Facilities

All staff are allocated an office space with access to desk, book shelf, phone, computer and printing facilities.

Access for Students and Staff with Disabilities

Ramp access to all buildings, lift in main building.

Access to Bus Transport

School buses are for all students who reside 5km or more from Clare. A local school bus policy also exists to support local travel where room on an existing bus route exists. Private bus services to and from Adelaide three days a week (plus weekends).

9. School Operations

School Day

All teaching staff are encouraged to be on duty from 8:30am to 4:00pm each day. The school day commences at 8.50am for all students and concludes at 3.20pm

Student Support / Management

The school supports Junior Secondary (Year 7 & 8), Middle Secondary (Year 9 & 10) and Senior Secondary (Year 11 & 12). Both Assistant Principals together with year level coordinators, Student Support Coordinator and Wellbeing Coordinator support the students wellbeing and academic progress.

Staff Meetings

Staff are expected to attend up to 2 meetings per week. Meetings are conducted from Monday through to Thursday usually from 3.45pm to 5.00pm.

Staff meetings include whole staff, curriculum, year level, training and development and line management. Four student free days to support staff Professional Development occur with a focus on Collaborative Moderation and Site Improvement Priorities.

Decision Making Structures

The school is committed to collaborative decision making and involving the relevant stakeholders in all decision making processes. Staff, students and parents are consulted using a variety of forums including staff meetings and surveys,

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Governing Council and Task Groups, Student Representative Committees. A Staff Proposal form is used to approve all school events and activities including non-budget financial considerations.

Regular Publications

Three newsletters per term are produced. The aim is to encourage communication. The style includes plenty of visual information and newspaper style of informed journalism to encourage readership. Parents rate the newsletter highly as a main form of communication between the Principal and the community. The newsletter is primarily distributed via email or Newsletter App (SZApp)

Other Communication

Letters, flyers as needed, text messages, Daymap, CHS Facebook page, Local media opportunities (Plains Producer Editorials x8/year)

School Financial Position

Clare High is in a sound position but does need fundraising for special projects. Staff and students have significant input into these events.

10. Local Community

General Characteristics

The district is given to wine grape growing, cereals, wool, dairy, grazing and mixed farming. There are secondary industries in the district including manufacturing, which has the potential to support full time permanent work for our students in their future. The Clare Valley is a popular tourist destination celebrated for its quality wineries and events such as Gourmet Weekend, as well as for its numerous historic buildings. There are modern shopping facilities (steadily growing) close to the school. There are many sporting clubs in the area including football, golf, hockey, netball, softball, tennis, cricket, darts, eight-ball, table tennis, as well as squash, basketball and volleyball which are played at the local sports complex. A new swimming pool and hydrotherapy pool has been built at the Valleys Sporting Complex which also has a modern gym. Local football, cricket, softball and hockey clubs regularly use the excellent school oval that has flood lights installed to support evening activity.

The community is very friendly and social and highly supportive of its youth. Crime is minor and community service is highly valued and regarded.

Parent and Community Involvement

The school is governed by a formal Governing Council comprising elected parents, staff and students and the school principal. The school canteen is supported by parent volunteers and parents are very supportive in commuting students to sporting events. The goal of a community school is encouraging cooperation between teachers, students and community members.

Other Local Care and Educational Facilities

Co-located with Clare Valley Children's Centre. Another child care centre, The Gums, in the southern end of the town, and SCOSA has a house for day care of people with disabilities.

Commercial / Industrial and Shopping Facilities

The town is serviced by 2 supermarkets open 7 days a week, as well as a wide range of specialty shops, including a Country Target. The school is located 2 kms from the town centre.

Other Local Facilities

A Sporting Complex which includes a swimming pool and hydrotherapy pool, gym, squash courts and indoor basketball court. Parks, playgrounds, town oval, tennis courts, netball courts, show grounds / horse trial grounds, motor cross club house and grounds, golf course, Riesling walking trail, many good restaurants and a Cinema in Blyth are available. The Show Grounds and Race Club provide annual events that are popular with locals and tourists.

Availability of Staff Housing

Government and non-government are available.

Accessibility

An easy two-hour drive from Adelaide, one hour and a half to the beach, Murray River, Barossa Valley and the lower Flinders Ranges.

Local Government Body

Clare & Gilbert Valleys Council – We enjoy a cooperative arrangement with the Council on many events, committees and programs. The Council supports a Bizen (Japan) Sister City which hosts and supports visits between the two districts. Community members organise the annual visits.

11. Further Comments

The school has a respected academic focus as evidenced by rising academic grade point averages, SACE data, attendance and behaviour data, sporting involvement and success and cultural development in drama, art and music. Clare High School continues to develop their Aboriginal Education Program to support the Departments Strategy with increasing numbers of students identifying as Aboriginal attending Clare High School. There is an increase in the number of students who are enrolled in VET (Vocational Education Training) programs to ensure their success in completing SACE.

Continuous improvement is an expectation of the whole school community with all staff committing to the School Priorities. The Principal's role within the community is well respected and contributes to the positive relationship between the school and the community. Clare High School is a "Learner-centered" school and committed to the development and improvement of learning outcomes and life opportunities for all young people.