



Catholic
Schools Office
DIOCESE OF MAITLAND-NEWCASTLE

ANNUAL SCHOOL REPORT

2015

SERVICE † LEADERSHIP † JUSTICE
Together in Christ



San Clemente High School, MAYFIELD

PO Box 405, MAYFIELD 2304

Principal: Mr Tony Kelly

Phone: 4014 7300 Fax: 4960 2782

Email: admin@mayfieldsanc.catholic.edu.au

www.mayfieldsanc.catholic.edu.au

About the Annual School Report

San Clemente High School is registered by the Board of Studies Teaching and Educational Standards NSW (BOSTES) as a member of the Catholic system in the Diocese of Maitland - Newcastle.

The Annual School Report provides parents and the wider community with fair, accurate and objective information about various aspects of school performance and development. The Report describes achievement of school development in 2015 and gives information about 2016 priorities.

This Report is a legislative requirement under the Schools Assistance Act, 2008.

The information in this Report is complemented by the Catholic Schools Office website and school websites where other publications and newsletters can be viewed or obtained.

Messages from Key School Bodies

Principal's Message

It is with great pleasure that I present to you the Annual Report, 2015, for San Clemente High School Mayfield.

San Clemente is a Catholic Co-educational, Year 7-10 Systemic School in the Diocese of Maitland Newcastle.

San Clemente was founded as a school for girls by the Dominican Sisters in 1916. The school was moved to its present site in 1919. In 1976 San Clemente High School became the first Diocesan Catholic High School to be staffed by lay people. Another milestone occurred in 1983 when boys were enrolled for the first time.

The school derives its name from San Clemente, a basilica in Rome, the name reflecting the Spanish origins of the Dominicans.

San Clemente embraces the traditions of the Dominican sisters. Our motto is 'Veritas' (Truth) and students are encouraged to follow it by being true to themselves, one another, their families and community.

We aim to send into the world students who are confident and accomplished, possessing the knowledge and skills to make a significant contribution to our society.

Tony Kelly

Parent Body

San Clemente Parents and Friends Association meet on the third Tuesday of the month in the Library at 7pm.

We welcome all interested parents and community members to attend. This is a great way to have input into school policy and fundraising and to be more aware of the school environment and activities.

During 2015, the Parents & Friends Association had the opportunity to contribute to discussion about implementation of the 1:1 laptop project. In addition, the P&F conducted a number of fundraising events to raise money for the purchase of school resources. The events included a Trivia Night, Entertainment Books and chocolate sales.

In 2016 we hope to welcome new faces with new ideas to our meetings. More fundraising activities are planned and will be advertised through the school newsletter.

Kevin Fuller, (President San Clemente P & F)

Student Body

Student Body

San Clemente is a school that offers its students a wide range of appealing activities. Activities include sport carnivals, representative and school sport, school dances, music concerts, retreats, leadership days, debating, public speaking, excursions and walkathon. These activities along with the happy atmosphere help to make San Clemente an enjoyable place in which to learn. At the end of 2014 elections were held for a Student Leadership Council to comprise sixteen members, four of which would be the School Leaders. Each council member would also be a representative of the Student Representative Council.

We, the students at San Clemente, are appreciative of the voice that the Student Representative Council gives us. We are able to contribute our ideas and suggestions to help make San Clemente a happy and comfortable school. In addition, the Student Representative Council organises and supports fundraisers for charities, e.g. Project Compassion, World Vision.

What we really like about our school are the great teachers and students. We are lucky that we have a community whose members support and enrich each other daily.

Year 10 SRC Representatives

SCHOOL FEATURES

History of the school

San Clemente was founded by the Dominican Order of nuns in 1916 in a weatherboard building in Keri Street, Mayfield. In 1919 following the purchase of property formerly known as "Redcliff", "a stately home in spacious grounds", the school was moved to its present site and continued as a secondary school for young ladies under the administration of the sisters of St. Dominic.

During the sixty years from 1916 San Clemente High School, as both a boarding school and day school became well known for the ladylike behaviour of its students and for the high standard of achievement of its graduates in both civic and business affairs. At various times the buildings were modified and extended to accommodate the growing school population.

In 1976 San Clemente High School became the first Catholic High School in the Maitland Diocese to be staffed entirely by lay people. Another milestone in San Clemente's history was reached in 1983 when boys were enrolled in Year 7.

San Clemente is named after the [Basilica of San Clemente in Rome](#). The present Basilica has been under the care of the Irish Dominicans since 1623, when Pope Urban VIII gifted it to the persecuted and exiled Irish Dominican Fathers.

Location/Drawing Area

San Clemente is located on the corner of Havelock and Crebert Streets, Mayfield. We have an extensive and diverse drawing area. We receive students from Hawkes Nest/Port Stephens in the north, Raymond Terrace in the north west, Wallsend/Maryland in the west and Mayfield/Islington/Tighes Hill/Carrington in the inner city.

Catholic Identity and Mission

Catholic Imagination and Spirituality

San Clemente would like to acknowledge the traditional custodians of the land, the Awabakal People.

San Clemente is a proud and vibrant Catholic High School. The school's Ministry Team, comprising of fifteen staff members, along with Fr Bill Burston (Mayfield, Mayfield West and Stockton Parishes) is responsible for organising a range of liturgical and spiritual experiences for both students and staff. These experiences give us the opportunity to express and celebrate our faith and genuine Catholic identity.

Whole school liturgies are conducted throughout the year, recognising special school and church times and events. In 2015, individual class masses were held. They run on a rotation through the various years and were held each Tuesday at 1.00pm. Parents and relatives are always welcome and invited to attend.

Family, Parish and Diocesan evangelising and catechesis

San Clemente enrolls students from the parishes of Blackbutt North, Mayfield/Mayfield West, Tighes Hill Stockton, Nelson Bay, Buladelah, Raymond Terrace, Shortland and Wallsend.

The Ministry Team is very active, and as noted above, is broadly representative and includes links to local parishes and to the wider Diocesan Community.

In 2015, San Clemente joined with our neighbouring schools – St Columban's Mayfield, St Dominic's Centre and Corpus Christi Waratah to celebrate St Dominic's Day in August. St Dominic is the founding Saint of the Dominican sisters which was the religious order that founded all four schools.

Students and staff participated in Diocesan Ecumenical Way of the Cross held at Kilaben Bay on Palm Sunday.

Christian Discipleship

San Clemente actively implements the Diocesan Religious Studies Syllabus (Stages 4 & 5) in all classes throughout the school. Each staff member is supplied with the well researched units they teach in a particular year. They are further supported by an extensive array of current resources in the Teacher Resource Room and Audio Visual Department in the Library. Further support is given via regular faculty and year meetings. Resources and assessment tasks are also shared across the Diocese primarily through Religious Studies Coordinators' meetings.

The Religious Studies Department at the Catholic Schools Office provides additional support through the inservicing of teachers and the availability of the Resource Library. Most of the teachers in the Religious Studies faculty teach more than one class of Religion, thus providing more stability and consistency throughout the faculty.

Religious Education and Curriculum

Year 7 had a three day experience at Southern Cross Outdoor Education Centre, Somersby. Their theme was 'Friendships – Old and New'. Reflection experiences were incorporated in the Camp experience for Year 7. The Year 8 students had an immersion in Sydney over two days, staying at Historic Cockatoo Island and enjoying a cultural experience which included Mass at St Mary's Cathedral. The Year 9 Reflection experience was combined with a two day Leadership Program, conducted at Dixon Park Surf Club. The Year 10 Residential Retreat was conducted in June at the Collaroy Convention Centre. The theme for 2015 was 'The Lighthouse - Way of the Light'. Incorporated into this theme is the idea that whilst life can offer many challenges, a lighthouse remains strong in all conditions and continues to shine. The Retreat is supported by the involvement of Fr Bill Burston, Parish Priest of Mayfield Parish.

These faith experiences are written, prepared and facilitated by members of the Ministry Team. They were highly evaluated by both students and staff. Such days give the students a wonderful opportunity to develop their faith in a familiar and safe environment.

Initiatives Promoting Respect and Responsibility

The school has a strong Dominican history, with a motto of Veritas (truth). As a consequence, we speak and act out of a strong sense of respect and responsibility for ourselves, one another, our school, our community and the environment.

The Intensive English Class (IEC) as part of the Feldt Learning Centre, continued to operate throughout all of 2015. This class supports the African students from Sudan, Liberia, Sierra-Leone and Burundi and Afghan student from Afghanistan. .

Our school community has reached out to these students and families to assist their integration into school and Australian life along with equipping them with the necessary literacy and numeracy skills to not only survive but succeed.

The other major social justice effort in 2015 was the Project Compassion campaign, the total amount donated by San Clemente to Caritas Australia in 2015 was \$3,000.00. In addition, we contributed \$3,300 towards assisting Catholic Mission in their work. The school developed a theme of 'Soktober' which earned a further \$1711.00. Another fund raiser drive raised a further \$1677.00 for the Alopecia.

Student Profile

The table below shows the number of students in each of the categories listed.

LBOTE*	SWD*	Indigenous
60	65	43

*Language Backgrounds Other Than English (LBOTE); Students With Disabilities (SWD)

Enrolment policy

San Clemente High School follows the guidelines provided by the Catholic Schools Office *Enrolment Policy 2013*. This Enrolment Policy has been devised in order to accommodate the needs of families seeking a Catholic education. It aims to set direction for school procedures and practices for enrolling students into Catholic Primary and Secondary Schools within the Diocese of Maitland-Newcastle and to establish a common, consistent approach in enrolment practices and assist the system of Catholic schools to provide schooling, where possible, for all Catholic children who seek enrolment, cater for the individual needs of each child equitably within the constraints of the available teaching and material resources and to encourage parents enrolling their children in Catholic schools to give support to parish and school life, especially in education in faith.

Copies of the Policy are available from the school, or from the Catholic Schools Office website. Parents concerned about school fees should ensure they make contact with the school. Diocesan provisions (including standard discounts for those with a Health Card) exist to help in this area, and the Principal can also exercise discretion where genuine need exists.

Actual Enrolments 2015

Scholastic Year	Number of Students
Year 7	180
Year 8	180
Year 9	182
Year 10	180
Total	722

Student Attendance - 7 to 10 - PDF

Percentage of student attendance by Year level and school average for 2015

Year 7	Year 8	Year 9	Year 10	School Average
91	90	89	90	90

Managing Student Non-attendance

Regular attendance at school is essential if students are to maximise their potential. Schools, in partnership with parents and guardians, are responsible for promoting the regular attendance of students. The compulsory years of schooling is age 6 to 17. Principals and school staff, in consultation with students and their parents, will usually be able to resolve issues relating to non-attendance. While parents should be reminded of their legal obligations under the Education Act, (1990), the welfare of the student must be the focus of this consultation. The most effective means of restoring and maintaining regular school attendance includes sound attendance monitoring practices and regular follow-up of unexplained absences by contacting parents promptly. Resolution of attendance difficulties may require a range of additional school based strategies including student and parent interviews, reviewing the appropriateness of the student's educational program, development of a school-based attendance improvement plan, referral to the school counsellor or outside agencies and support from school - based personnel. If a range of school-based interventions has been unsuccessful, support may be requested by referring individual cases of unsatisfactory attendance to the Catholic Schools Office.

Pastoral Care and Wellbeing

Student Welfare Policy

Particular emphasis in each year for the care of the students is the responsibility of the Student Coordinator assigned to that year. They work closely with the Staff Mentors, Classroom Teachers and Assistant Principals in supporting the students and families.

In 2015, the school initiated a new wellbeing framework titled 'PosED@SCM'. This whole school approach to wellbeing is based on the principles of positive psychology. Positive Education focuses on both traditional skills and happiness and the school mission statement in this area is "Building Wholeness, Wellness and a Winning Attitude".

Students are allocated to a Mentor Group and will remain in this group for their time at the school. Mentor Sessions are scheduled fortnightly into the school's timetable, addressing areas such as character strengths, hope and optimism, forgiveness, confidence, kindness and gratitude.

Weekly meetings are chaired by the Assistant Principal (Wellbeing) with the Student Coordinators, School Counsellor, Pastoral Care Worker and Careers Advisor to monitor student wellbeing and progress.

Discipline Policy

Discipline policies and procedures are contained in the school's overall Pastoral Care Policy. All aspects of the policies and procedures are underpinned by the value of respect for ourselves, others and our environment. This is enshrined in our school motto "Veritas" – being true to ourselves and our community.

Breach of these values has clear consequences for students. Restorative discussion and possible counselling support are given where appropriate.

We aim for students to be gradually led and encouraged from imposed to self directed discipline.

In 2012, the school's Wellbeing Team established a Merit System in which students are able to receive Bronze, Silver or Gold certificates and this was further developed in 2015. Staff can log entries for positives which they feel need to be acknowledged. Additionally, demerits can be logged for both behaviour and uniform and these are monitored weekly by the Wellbeing Team.

The full text of the College's Student Discipline Policy may be accessed on the College's website or at the administration office.

Anti-Bullying Policy

Catholic schools have the responsibility to promote cultures of trust, cooperation and respect in the lived experience of the Catholic Christian setting. Bullying in a school mitigates such a culture and inhibits the development of positive relational outcomes for the common good of students, teachers and caregivers. *San Clemente High School Anti-Bullying Policy* is reviewed regularly and is available on the school website.

Complaints and Grievances

The school has formal written protocols in place to address complaints and grievances. These protocols are in line with the Complaints and Grievances Resolution Policy (2013), developed to provide a consistent approach for all Diocesan schools. This policy aims to address the concerns of Parents / Carers and the wider community. These concerns may include children's learning, behaviour and welfare, school organisation and management, student health and safety issues.

A copy of this policy and the informative parent brochure is available from the school office, school website or is available on the Catholic Schools Office website.

Special Provisions

Special provisions policies and provisions are in place for all students including regular students, students

with disabilities and students referred with learning difficulties. Special provisions are coordinated through the Learning Support Team which meets every month to discuss students' progress through the special provisions program. Students are eligible for special provisions assistance through consultation with the learning support staff, the school counsellor, the Learning Support Coordinator and members of the school executive. Allocation of special provisions is decided by the Learning Support Coordinator in consultation with teachers and assistance rendered through in class support or special provision withdrawal (intensive) as part of the Learning Support Team policy and procedures.

School Improvement

School Improvement Plan

- School Focus for Improvement: A focus on Improving Mathematics.

Poor numeracy results across the school in previous NAPLAN tests indicate that this is an area of great concern.

- School Focus for Improvement: A focus on Improving Feedback to students, strategies and its value.

Evidence tells us that feedback has the greatest effect size on learning. It is important that staff are trained in how to give effective feedback and how to develop classroom strategies that takes the learning from teacher focused to student focused.

- School focus for improvement: A focus on improving recognition of students who perform at their best.

rewarding and encouraging diligence and sustained effort.

School Academic Priorities

Key improvements achieved this year	Key improvements for next year
<ul style="list-style-type: none"> ■ School Focus for Improvement: A focus on Improving Mathematics. <p>All units of work across KLA's have been evaluated and numeracy has been implemented in all programs across all KLA's. All KLA's are now teaching components of numeracy.</p> <p>New initiatives have been implemented by the Mathematics KLA to motivate and engage the students in Maths outside the classroom. Initiatives such as - Maths and Milo, after school homework club (both of these get a significantly large attendance), Mathematics challenges and extension courses.</p> <p>There has also been a increase in the subject profile and the acceptance of being academic. Students are encouraged to participated and be involved in activities that are challenging and require thought. The stigma attached to performing well in mathematics is improved.</p> <p>There has also been a significant increase in the number of students receiving A's in there ROSA for mathematics.</p>	<ul style="list-style-type: none"> ■ Priority area 1: Student Expectations. Students need to believe they can achieve and staff need to encourage students to achieve their best <p>The first focus for 2016 will be Expectations. Staff need to expect more from students and not settle for average. Evidence indicates that students will only work as hard as they are asked to. Students achieving average grades are often far more capable. However, because they are not challenged to do any more then complete their work to a satisfactory level, they settle with an average grade.</p> <p>Staff will be challenge to expect more of students and get students to expect more of themselves. This will be done through class work; greater quantity and increased difficulty. Feedback, letting students know specifically where they can improve. Acceptance of only the best a student can do, not a focus on "A", but a focus on effort.</p>

<ul style="list-style-type: none"> ▪ School Focus for Improvement: A focus on Improving Feedback to students, strategies and its value. <p>By visiting different Catholic High Schools to see what is successful. eg. St Marys Gateshead, AP T&L worked with Larry Keating and participated in a staff development day focusing on student feedback and engagement. This has allowed for new initiatives and pedagogies to be investigated.</p> <p>Teaching and Learning Coordinators have developed an understanding of Project Based Learning and Integrated teaching across KLA's. This approach allows for student centred learning and ongoing staff feedback. It was successful this year in HSIE and RE. The goal is to Mathematics and PDHPE to try this approach in 2016 then other KLAs.</p> <p>There has been a development of digital units of work in Moodle in Science and English. The creation of these units allows teachers to 'flip' the classroom. Students do pre-reading at home then work with the teacher in the classroom gaining a deeper understanding. This allows for teachers to provide individual feedback.</p> <p>We have investigated options to allow for greater collaboration between students. 2 rooms being set up with soft furnishings, write on desks/walls.</p>	<ul style="list-style-type: none"> ▪ Priority area 2: ICT. The use of ICT as a tool in teaching and learning <p>This will be the school goal for PP&D: To embed ICT into the curriculum to enhance learning. Faculties will be expected to have a KLA goal that works towards the school goal and so will staff.</p> <p>The school has strong evidence to indicate this is an area of concern for students and staff. Formal training will occur for staff and a coaching program to assist staff in achieving their goals.</p> <p>Funding will be prioritised to ensure that physical components are at a high standard and staff will be challenged on how they are using ICT to enhance learning. It is important that devices and software are not replacing good teaching but used to support it.</p>
<ul style="list-style-type: none"> ▪ School focus for improvement: A focus on improving recognition of students who perform at their best. <p>Greater emphasis and reward has been given to students of any and all abilities who work to achieve their potential. The focus on growth mind set of getting student to change their thought from "I can't" to "I can't yet". This was implemented through our PosEd program in Tuesday morning mentor sessions and has increased into the classroom for all KLAs.</p> <p>Other examples of how student effort has been recognised and promoted is through the high achievers morning tea. This is a reward for the students that receive the perfect personal profiles in all the subject reports. It is done each term and has no bearing on academic grades, solely on personal profiles such as application, readiness and conduct.</p>	<ul style="list-style-type: none"> ▪ Priority area 3: Teacher Clarity. Providing consistency in teaching approaches across classes that allow for students to gain a greater clarity in the Why, How and What they are learning. <p>Evidence indicates that students are more focused and can retain information if it made clear to them at the beginning of the lesson.</p> <p>Evidence also indicates that learning is made easier if teachers across KLAs use similar teaching strategies.</p> <p>For these reasons the school will prioritise that the beginning of each lesson teachers will explain their lesson intent. They will write it up on the board and explain the why, how and what of each period.</p> <p>This will involve teacher training to understand the significance and the impact that this can have on student learning and ensure a whole school adoption of this approach.</p>

Academic Achievements

San Clemente High School values and encourages all students to reach their full academic potential. In a formal sense, this is recognised by our very good results in the 2015 ROSA. We had the opportunity of acknowledging six students who were awarded more than six A grades on their Record of School Achievement. Students who achieve highly are recognised formally at Academic Award presentations twice during the year. Students were also involved in the ME Program, an ongoing collaboration involving local industries focussing on manufacture and engineering.

Throughout the course of the year a significant number of students participated in a range of academic endeavours. Students were involved in various national Mathematical, English, Science and Computing Studies competitions. In all these academic pursuits numerous High Distinctions, Distinctions, Credits and Participation Certificates were achieved by students. Outstanding achievements were gained by individuals and groups in debating (school and diocesan level), Mock Trial and public speaking competitions. A team of students participated in the 'Tournament of the Minds' competition at the University of Newcastle.

All of these endeavours, in addition to many others, have enhanced the academic potential of a significant number of our students.

Cultural achievements

San Clemente school choir and band have performed at school assemblies, liturgies, Year 10 Graduation and other major celebrations in the life of the school. San Clemente participated in DIO Sounds in June. This was an excellent representation of the diverse talents at school.

In September, our Stage Five Drama elective students presented an evening of 'Drama at Clemente'. It was a wonderful opportunity for the students to showcase their acting abilities in a professional setting at the Civic Playhouse. In November, the annual 'Sight & Sound' exhibition, a whole community event, which showcased the practical subjects at San Clemente including visual arts, industrial technology, food technology, textiles technology, music and drama. Students, parents and friends of San Clemente attended this great occasion.

Cheerleading was established at San Clemente in 2010 and continued through 2015. In 2015, Cheerleading had 32 committed and enthusiastic cheerleaders who competed in the AASCF Winterfest Cheerleading competition, Homebush, Sydney, in June. San Clemente had two teams performing in levels 1 and 2. The teams received 'Distinction' awards in all categories entered.

Sporting achievements

San Clemente's sport occurs each Friday afternoon, San Clemente participates in a Regional Representative Sports Competition with the following schools: St Pius X Adamstown, St Mary's Gateshead and St Paul's Booragul. Competitive sports vary during terms 1, 2 and 3 for junior teams (Years 7 & 8) and senior teams (Year 9 & 10). Sports include netball, basketball, cricket, touch football, hockey, tennis, soccer AFL, Rugby 7s, OzTag, Volleyball and Dodgeball.

A program of recreational sports is offered for Years 8, 9 and 10. Choices such as swimming, beach activities, ten pin bowling, ice skating, surf survival, aerobics, weight training, surfing and lego robotics. Year 7 students participate in a swimming improvement course in Terms 1 and 4 and in Terms 2 and 3, a rotation of basketball, tennis, self-defence, gymnastics, golf and soccer. Students have the opportunity to represent their school and diocese at higher levels.

San Clemente students participate with enthusiasm and sportsmanship in all events. Their pride in sporting achievement is immeasurable.

Student Achievements

Performance in National Testing

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for student in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists College planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in numeracy and the aspects of literacy. The College results shown are compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

NAPLAN RESULTS 2015		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Reading	58.43%	56.80%	14.61%	15.30%
	Writing	19.10%	39.50%	42.70%	29.10%
	Spelling	62.36%	60.30%	17.42%	16.10%
	Grammar	52.81%	55.10%	17.98%	19.20%
	Numeracy	43.82%	53.00%	19.10%	16.60%

NAPLAN RESULTS 2015		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Reading	44.25%	47.40%	24.71%	23.00%
	Writing	29.55%	33.60%	48.86%	39.20%
	Spelling	49.43%	50.90%	26.14%	22.10%
	Grammar	34.66%	40.40%	36.36%	29.00%
	Numeracy	42.60%	51.10%	20.71%	17.40%

The RoSA is a cumulative credential that allows students to accumulate their academic results until they leave school. It is of specific use to students leaving school prior to HSC.

The RoSA records completed Stage 5 and Preliminary Stage 6 courses and grades participation in any uncompleted Preliminary Stage 6 courses.

The number of students issued with a RoSA for 2015 was 180

Staffing Profile

Staff Qualifications

Qualifications and Experience	Number of Staff
I. Teachers with teaching qualifications from a higher education institution within Australia or as recognised by National Office of Overseas Skills Recognition (NOOSR).	54.6
II. Teachers with qualifications from a higher education institution within Australia or as recognised by NOOSR but lacking formal teaching qualifications	0

Workforce Composition

Number of Staff	
Total teaching staff	53.6
Total non-teaching staff	43.7
Grand total	97.3

Percentage of teachers who are indigenous	1
---	---

Teacher Attendance

The average teacher attendance rate for this school in 2015 is 95%.

Teacher Retention

The majority of the teaching staff was retained at the end of 2015.

The teacher retention rate from 2014 to 2015 was 94%.

Professional Learning Undertaken

The focus for Professional Development in 2015 was to provide for Staff Spirituality, Faculty Development time and the development of technology skills. The latter has been especially significant with the introduction of 1:1 laptops for Year 10 students. A significant focus was the implementation of our new Positive Education program which involved comprehensive inservicing of all staff mentors from Years 7-10.

Faculty development and inservicing focussed on developing curriculum differentiation in the teaching programs and the integration of ICT into their teaching.

Studies and student coordinators along with some staff participated in the Catholic Schools SKLAN meeting; – these meetings relating to particular Key Learning Areas or other areas of responsibility. Some staff attended various conferences related to their areas of teaching expertise.

A significant number of teachers are completing external studies in Educational Leadership and Religious Education.

The average expenditure per teacher on professional learning in 2015 was \$585.00. The funding for this professional development came from school funds and from the Catholic Schools Office.

Parent, Student and Teacher Satisfaction

The opinions and ideas of parents, students and staff are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the College has used a variety of processes to gain information about the level of satisfaction with the College from parents, students and staff.

Parent Satisfaction

San Clemente continues to work very hard to be a welcoming and happy environment for all who attend.

Parent involvement at our Parents & Friends Association is extremely encouraging. Good numbers attend and give along with others, regular positive feedback about the school and the opportunities extended to the students.

The school held a Positive Education Open Day which attracted a large number of parents, titled "Celebrating Connections - A Day of Gratitude for Parents, Carers, Students and Staff". The aim of this day was to inform parents of the school's new wellbeing framework. In summary, the new framework aims to support students and the school community in leading fulfilling and meaningful lives.

Other initiatives engaging parents in the school community include:

- Year 10 Information Evening (facilitated by 'Elevate Education'). This night involved study advice for both students and parents, as well as school staff presenting on wellbeing, careers and options post Year 10.
- Year 8 Elective Information Evening which presented valuable course overviews of all available electives. This assisted both students and parents make informed choices.
- Year 6 Transition Evening.

Student Satisfaction

Excellent student involvement is also evident in many areas of school life. Student leadership in formal ways is a very good indicator of student happiness. We have four Student Leaders, sixteen House Leaders, forty Peer Support Leaders and also a very active and vocal Student Representative Council.

The majority of our Year 10 students move on to our senior school (St Francis Xavier's College) for Years 11 and 12.

Year after year we receive very affirming feedback from the staff at St Francis Xavier's that our students have a great affection and very strong sense of connectedness with San Clemente.

Additionally, The school conducted satisfaction surveys with all year groups, utilising the services of a Sydney based company. Feedback from these surveys was overwhelmingly positive and affirming.

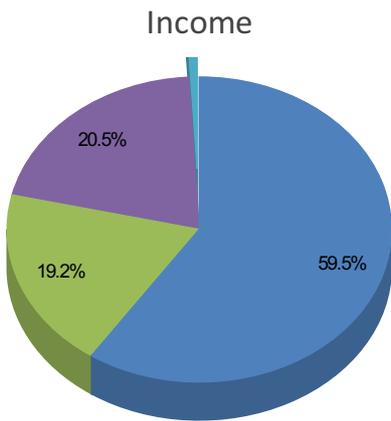
Staff Satisfaction

San Clemente enjoys an excellent reputation for staff cohesion, unity and collegiality. It is a particularly close community in which care for one another is clearly evident in the daily life of the school. New staff members often comment on the friendly and welcoming feel to the school. San Clemente prides itself on the quality of its relationships within the community, particularly amongst the staff.

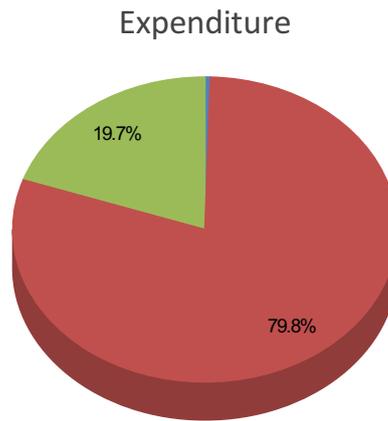
This is evidenced through the generosity of spirit and good will which is seen by so many staff who go above and beyond to support the students and each other. Each year, the school is inundated with volunteers for camps and the Year 10 Retreat.

Overall, the staff retention rate is very high which is an indication of overall satisfaction in the school. The school places a great importance on staff wellbeing. This is evidenced through both Staff Meetings and Days devoted to the wellbeing of the staff.

Visitors to the school often comment on the good 'feel' they experience while spending time in the community. Staff are respected for their compassion, work ethic, professionalism and also sense of fun. This creates a relaxed, positive and happy learning environment.



- Commonwealth Recurrent Grants (59.5%)
- Government Capital Grants (0%)
- State Recurrent Grants (19.2%)
- Fees and Private Income (20.5%)
- Other Capital Income (0.9%)



- Capital Expenditure (0.5%)
- Salaries and Related Expenses (79.8%)
- Non-Salary Expenses (19.7%)

This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire. School Financial Information for the 2015 year is detailed below:

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$6,006,488
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$1,935,053
Fees and Private Income ⁴	\$2,068,726
Other Capital Income ⁵	\$89,740
Total Income	\$10,134,120

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$44,874
Salaries and Related Expenses ⁷	\$7,730,487
Non-Salary Expenses ⁸	\$1,910,166
Total Expenditure	\$9,685,527

For the 2015 year the San Clemente High School received \$34,113 as Interest Subsidy. Our school community is appreciative of the support it received from the NSW State Government under the Interest Subsidy Scheme

Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.

3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

Report Access and Publication

This report is available to members of the school and wider communities. Copies will be supplied to the Catholic Schools Office, The Board of Studies Teaching and Educational Standards NSW, The Parent and Friends Association, the Parish Priest and to all parents.

Copies of this school's Annual School Report are available to the general public. Persons wishing to access a copy of the report should contact:

Mr Tony Kelly

San Clemente High School

MAYFIELD

Phone: 4014 7300

For further information relating to the Diocesan Policy please refer to: <http://mn.catholic.edu.au>