



# 2018

**ANNUAL SCHOOL REPORT**

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## San Clemente High School, MAYFIELD

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## About the Annual School Report

San Clemente High School is registered by NESAs 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 2017 and gives information about 2018 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

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### Principal's Message

It is with great pleasure that I present to you the Annual Report, 2018, for San Clemente High School, Mayfield. This report is of special significance given it is the school's centenary year.

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 and began operation the following year. 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.

Towards the end of 2016, the school received some exciting news with regards to future developments on the site. San Clemente was successful in receiving an Australian Capital Grant of \$3, 256, 973. In addition to this funding, there will also be a contribution from the Diocesan Schools Building Fund of \$2, 543, 000 with the total cost of the project totalling \$6.5 million.

The school community is particularly excited about the opening of a new multi-purpose hall and associated learning spaces, including a lift to provide improved accessibility across our multi-level campus. It is anticipated that the opening of this hall will be early Term 1, 2019. The project has involved the refurbishment of food technology space, staff work area and pupil facilities.

### Parent Body

San Clemente Parents and Friends Association meet on the third Tuesday of the month in the Library at 6pm.

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 2018, the Parents & Friends Association had the opportunity to contribute to discussion on the various events that were scheduled at San Clemente. A meeting was arranged with the school's Student Leadership Team to discuss with them how they can be best supported by the P & F Association. The P&F conducted a number of fundraising events to raise money for the purchase of school resources.

In 2018 several fundraisers were organised including Entertainment Book, Bunnings BBQ, a major Thermomix Raffle. A substantial amount was raised which assisted with the purchase of sports jerseys for all sports at school.

David O'Connor (President San Clemente P & F)

### 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, music and drama concerts, retreats, leadership days, debating, public speaking, faculty excursions, school camps (Years 7 & 8) and several other extra curricular opportunities. These activities along with the happy atmosphere help to make San Clemente an enjoyable place in which to learn. At the end of 2017 elections were held for a Student Leadership Team to comprise sixteen members, four of which would be the School Captains. Each team member would also be a representative of the Student Representative Council (SRC).

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 and World Vision.

The Student Leadership Team meets fortnightly with the Year 10 Coordinator and members of the School Executive. We are lead through a leadership program based on the principles of positive psychology. Additionally, the SRT meet fortnightly with members of staff to discuss ongoing ideas and school based initiatives.

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 SRT Representative

## SCHOOL FEATURES

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### History of the school

San Clemente was founded by the Dominican Order of nuns in 1916 in a weatherboard building in Kerr 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/Medowie in the north west, Wallsend/Maryland in the west and Waratah/Mayfield/Islington/Tighes Hill/Carrington in the inner city.

## Catholic Identity and Mission

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### 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, a voluntary body, meets fortnightly and regularly comprises of fifteen or more staff members, along with Fr Bill Burston. The Ministry Team 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 2018, individual class masses were again held, culminating in a year group Mass at the end of each term. Class Masses 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. At the end of the year the whole school travelled to Sacred Heart Cathedral in Newcastle for a Whole School Mass.

### 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, Bulahdelah, 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 2018, 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. The whole school participated in a Pilgrimage Walk to commemorate the many journeys of St Dominic while he preached in Europe. 2017 was a very special year for San Clemente celebrating 100 years. The occasion was embraced by past pupils and the community through an Open Day and Centenary Ball

### Christian Discipleship

Year 7 had a three day experience at Point Wolstoncroft Sport and Recreation Centre. Their theme was 'Friendships – Old and New'. Faith & reflection experiences were incorporated in the Camp experience for Year 7. The Year 8 students experienced two Community days. The Year 9 Reflection experience was combined with a one 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 2018 was 'With Open Eyes'. Incorporated into this theme is *the idea that we are stronger than we know, each bringing a unique combination of strengths into the world.* The Retreat is supported by the involvement of Fr Bill Burston with an evening Mass in the Convention Centre's Chapel.

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.

### Religious Education and Curriculum

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. 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. The school has prioritised a Religious Education Team and thus it now has staff members who primarily teach the subject, providing a greater academic focus in this area.

## 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 2018. This class supports a number of EALD students, including those from Africa.

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 2018 was the Project Compassion campaign.



## Student Profile

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

LBOTE*	SWD*	Indigenous
87	73	50

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

### Enrolling at a Catholic School

#### Enrolment Policy and Enrolment information

Parents considering a Catholic school for their children are invited to complete the Enrolment Application form. Please contact your primary school of interest or designated secondary school (see Enrolment Boundaries for Secondary Schools on the website at <https://www.mn.catholic.edu.au/enrolment>) to enquire about enrolment procedures.

Please be advised that if schools have reached their full capacity for enrolments they may have to place children on a waiting list.

Completed applications are considered carefully and parent/carers will be informed as quickly as possible regarding acceptance. Finalisation of school fee payments in previous diocesan schools is a condition of enrolment in another diocesan school.

Catholic schools offer a unique educational experience which forms the child as a person of integrity, compassion, faith and wisdom. Catholic schools also work closely with their local parish to enhance in students a capacity to make sense of their world, to make judgements and to recognise the uniqueness of others within a faith community. Above all, they offer a comprehensive religious education program. Catholic schools don't just teach religious studies, they seek to develop spirit, mind, body and character and cultivate Gospel values that support lives filled with joy, endeavour and hope in the future.

To contact your local Catholic school, please visit <https://www.mn.catholic.edu.au/schools/view-full-school-list/>

#### Enrolment Policy and Procedure in Brief

To view the Enrolment Policy and procedures in full please visit

<https://www.mn.catholic.edu.au/media/48207/enrolment-policy-2018.pdf>

<https://www.mn.catholic.edu.au/media/48208/enrolment-procedure-2018.pdf>

### Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2018. Additional information can be found on My School website.

Actual Enrolments 2018

Scholastic Year	Number of Students
Year 7	183
Year 8	179
Year 9	178
Year 10	204
Total	744

### Student Attendance - 7 to 10 - PDF

Percentage of student attendance by Year level and school average for 2018

Year 7	Year 8	Year 9	Year 10	School Average
88	85	85	84	85

### Managing Student Non-attendance

In order for students to reach their full potential it is of paramount importance that they attend school regularly. While it is the parents' legal responsibility under the NSW Education Act (1990) to ensure that their children attend school regularly, our staff as part of their duty of care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. The new Compass platform enables all stakeholders, inclusive of parents to directly account for and monitor the Attendance of students online.

In doing so, the School, in partnership with parents, under the leadership of the principal:

- provides a caring environment which fosters in students, a sense of wellbeing and belonging, maintains accurate records of student attendance implements policies and procedures to monitor student attendance and to address nonattendance issues as and when they arise
- communicates to parents and students, the School's expectations with regard to student attendance and the consequences of not meeting these expectations
- recognises and rewards excellent and improved student attendance.

School attendance records also contain information regarding student absences including reasons for absence and documentation to substantiate reasons for absences. Teachers are required to monitor non-attendance diligently on a student by student basis and to bring to the attention of the Principal immediately any unexplained absences, non-attendance of a chronic nature, or reasons for non-attendance that cause concern. Matters of concern are referred to the Principal, the CSO and the relevant Department of Education officers where appropriate. Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the School in collaboration with parents, provides resources to contribute to the student's continuum of learning where possible.

The CSO monitors each school's compliance with student attendance and management of non-attendance as part of the system's Continuum of School Improvement (COSI) processes. The School's attendance monitoring procedures are based on the [Guidelines for the Management of Student Attendance 2017](#).

## Pastoral Care and Wellbeing

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### 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 2018, the school continued its new wellbeing framework titled 'PosED@SCM (4th year for Year 10s) This whole school approach to wellbeing is based on the principles of positive psychology which 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 and representative from the Feldt Learning Centre to monitor student wellbeing and progress, as well as discuss initiatives to be proactive in this important area of school life.

### 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 2017. 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 San Clemente's Discipline Policy can be accessed on the school's website or at the administration office.

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

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## School Improvement Plan

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

A continued focus on improving numeracy results across the school with previous NAPLAN results continue to indicate that this is an area of great concern.

- High quality and contemporary pedagogical practice that engages students in their learning.

Support the implementation of quality pedagogical practices and structures that engage and motivate students resulting in overall improvements in literacy.

- A school-wide approach to the education of gifted students.

Provide school wide structures to support GE students in the classroom. Additionally, develop closer relationships with cluster to identify and support GE.

- School Focus for Improvement: Continue to embed adopted whole school visible learning approach.

Increase regularity of instructional walks in classrooms from the senior staff and provide relevant evidence-based training, particularly in lesson clarity, namely lesson intentions and success criteria, as well as quality feedback.

- School focus for improvement: A focus on preparing staff for new accreditation processes.

Establishment of PP&D Team and sustainable structures with provision of staff coaching training

## School Academic Priorities

Key improvements achieved this year	Key improvements for next year
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<p>Priority area 1: 'Towards Excellence'.</p> <p>A key priority at San Clemente in 2018 has been for students to be working towards their personal best, 'Towards Excellence'. Students need to believe in themselves and be encouraged to challenge themselves. They need to set high goals and not be afraid of failure. Students must learn not to avoid challenges because of the fear of failure, rather see failure is a learning opportunity.</p> <p>Excellence is different for all students, and excellence will be recognised through effort and perseverance.</p> <p>The school's Assessment Policy was reviewed in 2018 with a focus on a Stage 4-6 continuum for implementation in 2019.</p>	<ul style="list-style-type: none"> <li>▪ Personalised Learning (differentiation) &amp; use of data</li> </ul> <p>The theme for 2018 was 'Take Notice' which stems from one of the five ways to wellbeing in the school's Positive Education Framework. This centres around the encouragement of staff to 'Know thy Student'.</p> <p>In continuing to challenge students to achieve their personal best, it is important that staff know individual needs and how to cater for these needs in pedagogical practices. There was a focus on training staff to prepare learning experiences, including assessments, to cater for the variety of student abilities, including those more gifted.</p> <p>The 2018 school goal was to "Use meaningful data to inform planning and teaching that responds to the needs of individual students". More effective use of data will assist staff in personalising learning. The school renewed its focus on data collection and analysis and additionally, how this data is used to inform teaching. The establishment of personal student data informed profiles will be explored to assist staff to know and grow thy student.</p>
<ul style="list-style-type: none"> <li>▪ Priority area 2: ICT. The continued use of ICT as a tool in teaching and learning</li> </ul> <p>The school goal, established in 2016, has continued: 'To embed ICT into the curriculum to enhance learning'. Faculties have worked towards their KLA goal and individual staff members have also focused on their goals, which have supported both faculty goals and ultimately the school goal.</p> <p>The school has strong evidence through feedback channels (i.e. surveys) 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 has been prioritised to ensure that physical components are at a high standard and staff have been challenged on how they are using ICT to enhance learning. Staff training has taken place and there is evidence on the increase of student device use and more creative use of ICT by staff in the classrooms to engage learners. Upgrading of infrastructure has started through the installation of interactive projectors in all classes.</p>	<ul style="list-style-type: none"> <li>▪ Literacy with a specific focus on writing</li> </ul> <p>San Clemente will continue its focus on developing Literacy, namely writing, across the whole school. A greater focus will be to develop specific strategies that provide students with the best learning opportunities. Our NAPLAN results indicate that we have great growth from Year 7 - 9 in most areas, above diocese and state. It is important that we maintain that and continue to raise the standard.</p> <p>The school will provide extra resourcing in this area, specifically through the funding of a literacy specialist in addition to the current staff support already in place. There will be a focus on collecting and using data regarding literacy achievement to inform practice, along with generating resources to support the development of skills within KLAs, with an emphasis on writing. In class support will be provided and tasks embedded within work units to support literacy development.</p>

<ul style="list-style-type: none"> <li>■ 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 of their learning.</li> </ul> <p>The school introduced Visible Learning during 2015 and needs to continue to consolidate and develop this approach. Evidence indicates that students are more focused and can retain information if it is made clear to them at the beginning of the lesson.</p> <p>Evidence also indicates that learning is made easier if teachers across faculties use similar teaching strategies.</p> <p>For these reasons the school has continued to prioritise that the beginning of each lesson teachers will explain their lesson intentions. They will write it up on the board and explain the why, how and what for each lesson.</p> <p>This has involved teacher training to understand the significance and the impact that this can have on student learning and ensure a continued whole school adoption of this approach.</p>	<ul style="list-style-type: none"> <li>■ Evidence-based approaches to improve outcomes</li> </ul> <p>Instructional walks highlighted that many students were unsure of what they need to do to improve in their learning. In 2018 teachers continued to develop how to effectively write a success criteria on the board and work with students throughout the lesson. This one to one feedback gave the students greater direction. The success criteria is an indicator that allows the student to evaluate their own learning success. It gives them direction, motivation and allows the teacher to better know how students are performing in their classes.</p> <p>In 2018 there continued to be a focus in this evidence-based approach. The school continued to improve teacher practice through its Professional Practice &amp; Development (PP&amp;D), with a focus on training for coaching as a means to professional dialogue and conversations. This will involve staff coaches and also peer to peer coaching. Presence in classrooms will increase with staff leaders and also peers observing practice and the introduction of follow up professional coaching conversations.</p>
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## 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 2018 ROSA. We had the opportunity of acknowledging five students who were awarded six or more A grades in core curriculum subjects in 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. Outstanding achievements were gained by individuals and groups in debating (school and diocesan level), Mock Trial and public speaking competitions.

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

## Cultural achievements

The San Clemente vocal group and ensembles have performed at assemblies, liturgies, centenary celebrations, the Year 10 Graduation, as well as at a Diocesan level for the Choral Showcase and Dio-Sounds.

A number of students successfully auditioned for Aspire and represented San Clemente playing significant roles performing on stage, working backstage and performing in the pit.

Drama students participated in the Diocesan theatre sports competition and our annual drama highlight was staged in the Playhouse Theatre "Boundless Plains".

In September students from Visual Arts, Drama and Music participated in the CAPA Immersion Tour. As part of this tour students visited a number galleries, saw dramatic performances and worked alongside

industry professionals to develop skills in acting, drumming, dancing and art making. Students on this tour were encouraged to step outside of their comfort zone, develop their strengths and come to a greater understanding of the place of 'The Arts' in Australian life.

In November, our annual 'Sight and Sound' exhibition showcased Visual Arts and Textiles finished pieces in a exhibit of over 900 pieces. This made the night a fitting finale to the 2018 CAPA year.

## Sporting achievements

San Clemente's sport takes place each Friday afternoon. A program of recreational sports is offered for Years 8, 9 and 10. Choices offered are: swimming, beach activities, ten pin bowling, ice skating, fitness, trampoline, weight training, surfing, indoor soccer, indoor activities, tennis.

Year 7 students participate in a swimming improvement course in Terms 1 and 4. In Terms 2 and 3, clinics are offered in a rotation of activities such as: T20 cricket, basketball, tennis, self-defence, golf, AFL, soccer and fitness.

Students have the opportunity to represent their school and diocese at higher levels. The students participate in a Regional Representative Sports Competition on Friday afternoons with the following schools: St Pius X Adamstown, St Mary's Gateshead, St Bede's Chisholm and St Paul's Booragul. Representative sports vary throughout the year for junior teams (Years 7 & 8) and senior teams (Year 9 & 10). Sports include netball, basketball, Oz Tag, soccer, dodgeball, water polo.

Students have an opportunity to enter a variety of Diocesan and NSW Combined Catholic Colleges competitions.

San Clemente students participate with enthusiasm and sportsmanship in all events.



## Student Achievements

### Performance in National Testing

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students 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 2018		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Reading	49.40%	56.00%	17.80%	16.70%
	Writing	26.10%	35.70%	43.80%	32.00%
	Spelling	55.70%	58.70%	18.20%	16.80%
	Grammar	46.60%	58.50%	21.60%	17.50%
	Numeracy	55.40%	57.80%	14.30%	14.70%

NAPLAN RESULTS 2018		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Reading	43.90%	51.00%	24.90%	18.50%
	Writing	23.70%	31.50%	57.80%	41.20%
	Spelling	46.60%	51.80%	29.90%	21.50%
	Grammar	40.20%	49.10%	33.90%	20.80%
	Numeracy	39.40%	55.50%	24.70%	14.80%

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 2018 was 187

## Staffing Profile

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### Teacher Accreditation Status

All teachers employed to teach NSW curriculum in the school are accredited to teach with NESA

Throughout the year teachers have participated in a variety of professional learning including school based, system based and external professional development courses and a school based professional practice and development process.

Qualifications and Experience	Number of Staff
I. Teachers at Graduate/Proficient.	62
II. Teachers at Highly Accomplished/Lead	

### Workforce Composition

Number of Staff	
Total teaching staff	62
Total non-teaching staff	32
Grand total	94
Percentage of teachers who are indigenous	1

### Teacher Attendance

94%

### Teacher Retention

98%

### Professional Learning Undertaken

There were a variety of high quality external conferences and workshops attended by a number of staff in 2017. The focus for Professional Development in 2018 was differentiation within the classroom. There were many opportunities for staff to engage in professional development that supported the school's direction and also individual needs. The school provided a Staff spirituality experience at Kilaben Bay in which all staff had the opportunity to engage in a discussion about the plenary and participation in a choice of spirituality workshops.

Faculty meetings and the development of differentiation and data analysis, related to the school goal, was a focus with development and in-servicing. Literacy remained a key area of development. Staff Twilight Sessions were introduced to ensure quality professional development was taking place during the year when it had greater impact, rather than at the conclusion of the year. These sessions included areas of coaching, accreditation maintenance, differentiation and contemporary learning.

In 2018 the school establish a Professional Development Policy & Procedure to support staff through providing relevant opportunities that allow professional growth that is linked to the strategic directions of the School. The aim is to foster a culture of life-long learning for staff. In keeping with the School's Vision Statement of 'striving towards excellence and truth', San Clemente aims to support staff to build on their strengths through an effective Professional Development strategy that provides members of all staff with similar opportunities.

Postgraduate studies have continued with some staff members complete external studies in Educational

Leadership and Religious Education / Theology, as well as other specialised areas.

## Parent, Student and Teacher Satisfaction

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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 very supportive. Those parents who attend give, along with others, regular positive feedback about the school and the opportunities extended to the students.

Other initiatives engaging parents in the school community include:

- A Year 7 welcome BBQ for all new families.
- 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 7 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 Captains included in a Student leadership Team of sixteen Year 10 students and a very large number of volunteer Year 10 students who assisted with Peer Support. Additionally the school has 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.

Annually 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 through a Year 7 Transition Survey and Year 10 Exit Survey, utilising the services of a Sydney based company. Feedback from these surveys was overwhelmingly positive and affirming. Common themes from this feedback are the opportunities at the school for all students and the quality relationships evident amongst staff and students and between students themselves.

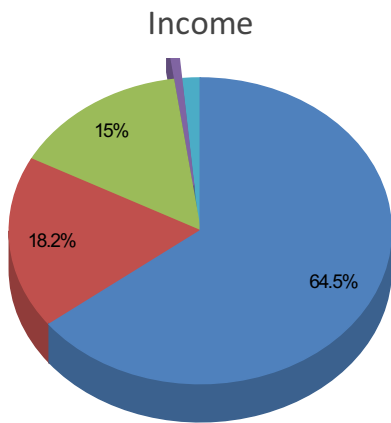
### Staff Satisfaction

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.

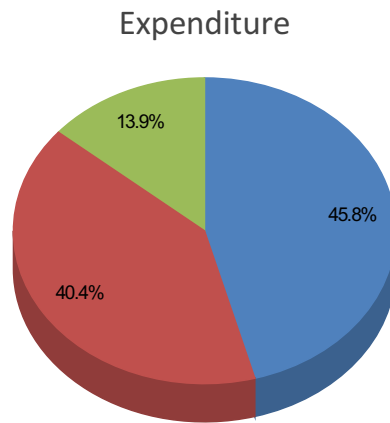
This is evidenced through the generosity of spirit and good will which is seen by so many staff who go above and beyond to support the students and each other. Each year, the school is inundated with volunteers for camps and the Year 10 Retreat.

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 (64.5%)
- Government Capital Grants (18.2%)
- State Recurrent Grants (15%)
- Fees and Private Income (0.8%)
- Other Capital Income (1.4%)



- Capital Expenditure (45.8%)
- Salaries and Related Expenses (40.4%)
- Non-Salary Expenses (13.9%)

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 2018 year is detailed below:

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants <sup>1</sup>	\$10,121,449
Government Capital Grants <sup>2</sup>	\$2,862,001
State Recurrent Grants <sup>3</sup>	\$2,351,126
Fees and Private Income <sup>4</sup>	\$125,349
Other Capital Income <sup>5</sup>	\$226,658
<b>Total Income</b>	<b>\$15,710,347</b>

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure <sup>6</sup>	\$10,268,199
Salaries and Related Expenses <sup>7</sup>	\$9,064,283
Non-Salary Expenses <sup>8</sup>	\$3,108,878
<b>Total Expenditure</b>	<b>\$12,173,161</b>

For the 2018 year the San Clemente High School received \$23,764 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

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This report is available to members of the school and wider communities. Copies will be supplied to the Catholic Schools Office, NESAs, The Parents 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:

**San Clemente High School**

**MAYFIELD**

**Phone: 4014 7300**

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