

# 2020

## ANNUAL SCHOOL REPORT

SERVICE.LEADERSHIP.JUSTICE

*Together in Christ*



### San Clemente High School

Havelock Street, MAYFIELD 2304

Principal: Bernard Burgess

Web: <http://www.mayfieldsanc.catholic.edu.au>



[www.mn.catholic.edu.au](http://www.mn.catholic.edu.au)

---

## About this report

---

San Clemente High School (the 'High School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Schools Office (CSO), Maitland-Newcastle. The CSO as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education. The Annual School Report (the 'Report'), provides parents and the wider community with fair, accurate and objective information about various aspects of school performance and development. Additionally, the Report complements and is supplementary to other forms of regular communication to the High School community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

Detailed information about the High School's improvement journey is documented in the School Improvement Plan (SIP) which is developed, implemented and evaluated in consultation with key stakeholders. Further information about the contents of this Report may be obtained by contacting the High School directly or by visiting the High School's website. Information can also be obtained from the My School website.

---

## Message from key groups in our community

---

### Principal's Message

It is with pleasure that I present to you the Annual Report, 2020, 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 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.

In 2020 we experienced conditions in our world, the likes of which have not occurred in living memory for most of us with the onset of the COVID-19 pandemic closing our school for more than one full term. At San Clemente we were aware of the need to provide extra support to our families in different ways to alleviate some of the stresses and anxieties of working through this difficult period and maintaining learning opportunities for our students.

Our staff quickly adjusted to providing online learning experiences for our students. This was no doubt a success for many students connecting to their classes and their teachers. Our students, staff, and parents have been resilient and agile in the transition to online learning. Their ability and willingness to step up to the challenge and adapt new technology to facilitate online delivery was inspirational. At the time nobody really knew how long these arrangements for education would be in place, but families were reassured that as a Catholic community San Clemente would and did support everyone and all of our students were cared for spiritually, emotionally, and academically in whatever ways necessary.

### Parent Body Message

San Clemente Parents and Friends Association would normally meet on the third Tuesday of the month in the Library at 6pm. The 2020 year was quickly shut down from a meeting and fundraising perspective with the restrictions imposed following the COVID-19 pandemic.

Throughout the year the core executive group met via ZOOM to plan for 2021. The group anticipated resuming normal activities in 2021.

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

### Student Body Message

San Clemente is a school that offers its students a wide range of appealing activities including athletics and swimming carnivals, representative and school sport, music and drama concerts, retreats, leadership days, debating, public speaking, faculty excursions, school camps (Years 7) and several other extra curricular opportunities. These activities along with a positive atmosphere help to make San Clemente an enjoyable place in which to learn. At the end of 2019 elections were held for a Student Leadership Team to comprise new members, four of which are School Captains and two representatives for each of the Ministry, Stewardship and Cultural portfolios. Four Student House Captains and four Sport House Captains complete the team. Each team member then forms part of the Student Representative Council (SRC) for 2020.

The students at San Clemente, appreciate the voice that the Student Representative Council gives the student body. Students are able to contribute ideas and suggestions to continue to enhance the San Clemente community. With the goal of providing the most optimal environment for education, the Student Leader role is to support the school to ensure that any changes ultimately benefit the students.

The Student Leadership Team would traditionally meet fortnightly with the Year 10 Coordinator and members of the School Executive. With COVID-19 restrictions in place this was somewhat disrupted in 2020.

Year 10 SRT Representative

---

## School Features

---

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.

San Clemente caters for students from Year 7 to Year 10 and 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.

With the opening of Catherine McAuley College in Medowie in 2021 we will be including St Patrick's Wallsend to our Feeder School list and relinquishing St Brigid's Raymond Terrace and St Michael's Nelson Bay to the new College. This year we have commenced a marketing campaign to attract students in our feeder areas to enrol for 2021 and will continue to prioritise this initiative in the coming years.

### **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 strong results in the 2020 ROSA. We had the opportunity of acknowledging two students who were awarded six or more A grades in core curriculum subjects in the Record of School Achievement. Students who achieve strong academic results are recognised formally at Academic Award presentations twice during the year.

Traditionally throughout the course of the year, without COVID-19, outstanding achievements are gained by individuals and groups in debating (school and diocesan level), Mock Trial and public speaking competitions. Each of these endeavours and many others, have enhanced the academic potential of a significant number of our students.

### **Cultural Activities**

The San Clemente vocal and musical groups would usually perform at the school Open Evening, Principal and formal assemblies, Masses, liturgies and the Year 10 Graduation. This strong culture of Performing Arts endeavours will continue in 2021 and are all examples of where achievement in many facets of the school are celebrated. In 2020 adjustments were made to accommodate COVID-19 restrictions.

In 2020 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. Despite COVID-19 restrictions, planning and rehearsals continued with final performances delivered early in 2021 which were digitally transmitted to schools and other forums.

Drama students participated in our annual drama presentation which was staged in the Playhouse Theatre, "All in the Timing" was presented and performed by the Year 10 Drama class. Usually in September students from Visual Arts, Drama and Music participate in the CAPA Immersion Tour. As part of this tour students visited a number of galleries, dramatic performances and work alongside industry professionals to develop skills in acting, drumming, dancing and art making. Students on this tour are 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 2020 The COVID-19 restrictions prevented the tour going ahead.

In November, a modified (COVID) version of our annual 'Sight and Sound' exhibition showcased Visual Arts and Textiles finished pieces in a smaller than normal scale presentation.

---

## Student Profile

---

### Student Enrolment

The High School caters for students in Years 7 – 10. Students attending this High School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2020: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
362	345	97	707

\* Language Background Other than English

### Enrolment Policy

The [Enrolment Policy](#) applies to all school enrolments within the Maitland-Newcastle Diocese. School authorities manage local enrolment processes and procedures in a manner consistent with the rationale and guiding principles articulated in this Enrolment Policy and accompanying procedures. 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.
- Establish a common, consistent approach in enrolment practices.
- Assist the system of Catholic schools to:
  - provide schooling, where possible, for children of Catholic families who seek enrolment
  - cater for the individual needs of each child equitably within the constraints of the available teaching and material resources
  - encourage parents enrolling their children in Catholic schools to give support to parish and school life, especially in education in faith.

### Student Attendance Rates

The average student attendance rate for 2020 was 86.81%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group			
Year 7	Year 8	Year 9	Year 10
90.80	86.54	86.78	83.11

## Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their potential. The High School, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, High School staff, as part of their duty of care, monitor part or whole day absences.

High School staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the High School community
- maintaining accurate records of student attendance
- recognising and rewarding excellent and improved student attendance
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented
- documented plans are developed to address the needs of students whose attendance is identified as being of concern
- the Regional Directors of Catholic Schools Office (CSO) or designated CSO officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom the High School's strategies have failed to restore regular attendance.

---

## Staffing Profile

---

### Staffing Profile

The following information describes the staffing profile for 2020:

Total number of staff	82
Number of full time teaching staff	47
Number of part time teaching staff	11
Number of non-teaching staff	24

### Total number of teaching staff by NESA category

Teachers at this High School are either accredited as conditional, provisional or proficient as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Diocesan Schools System (systemic schools) at these levels is as follows:

- Conditional 260 teachers
- Provisional 136 teachers
- Proficient 2060 teachers

Additionally, there are approximately 3 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the High School.

### Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific in services, meetings and conferences and a range of professional learning programs provided by the Catholic Schools Office (CSO). The High School takes responsibility for planning, implementing, evaluating and tracking of its staff professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

## Summary of professional learning at this school

There were a variety of high quality external conferences and workshops scheduled for staff during 2020. However, with the onset of COVID-19 the learning landscape changed dramatically. The focus for student learning switched to online platforms and teachers harnessing the power of electronic media to deliver lessons while they further develop their own skills in this area. Professional Development continued to be delivered by the Catholic School's Office through ZOOM and TEAMS platforms. In 2020 there were many opportunities for staff to engage in professional development that supported the school's direction and also individual needs.

Faculty meetings focussed on the development of differentiation and data analysis, related to the school goal, was a highlight in the area of teaching and learning in 2020. Literacy and Numeracy remained a key area of focus and student learning growth and development.

San Clemente aims to support staff to build on their strengths through an effective Professional Development strategy that provides members of staff with equity in opportunities for professional development.

Postgraduate studies have continued with some staff members completing external studies in Educational Leadership and Religious Education/Theology, as well as in other specialised areas.

---

## Catholic Identity and Mission

---

Catholic Schools in the Diocese of Maitland-Newcastle participate, under the leadership of the Bishop and in partnership with parents and parishes, in the mission of the Church to provide quality education in the context of a living Catholic Christian tradition. Within this context, Catholic schools in the Diocese of Maitland-Newcastle aspire to be:

“Communities of living faith where the heart of all we do is Jesus Christ.”

(Adapted from: The Catholic School's Office Diocesan Vision Statement, 2016)

As such, they are to:

Be truly Catholic in their identity and life;

Be centres of the 'new evangelisation';

Enable students to achieve high levels of 'Catholic religious literacy'; and

Be led and staffed by people who will contribute to these goals.

(Catholic Schools at a Crossroads, 2007)

### **Catholic Imagination and Spirituality**

San Clemente acknowledges and shows respect to the traditional custodians of the land, the Awabakal People. San Clemente is a proud and vibrant Catholic High School. The school's Ministry Team is led by the Ministry Coordinator, a voluntary body. In the absence of COVID-19 the group meet fortnightly and is comprised of up to fifteen teaching staff, along with members of the Clergy. 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 give authenticity to the school's Catholic identity.

Whole school Masses and liturgies are usually conducted throughout the year, recognising special school and church seasons and events. In 2020, individual class Masses were suspended due to health restrictions. Generally Class Masses run on a rotation through the various years and are held throughout the week. Parents and relatives were invited and welcome to attend. In December the whole school would usually travel to Sacred Heart Cathedral in Newcastle for a whole school Mass to celebrate the achievements of the year and to consolidate student understanding of belonging to the broader Catholic church and to society.

### **Family, Parish and Diocesan Evangelisation 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 active, and as noted above, is broadly representative and includes links to local parishes and to the wider Diocesan community.

In August, 2020, San Clemente joined "virtually" with our neighbouring schools – St Columban's Mayfield, St Dominic's Centre and Corpus Christi Waratah to celebrate St Dominic's Day. St Dominic is the founding Saint for the Dominican sisters which was the religious order that founded all four schools.

### **Religious Education and Curriculum**

San Clemente actively implements the Diocesan Religious Studies Syllabus (Stages 4 and 5) in all classes throughout the school. Each Religious Studies teacher is supplied with the well researched and developed units of work which they use as the foundation for their teaching in a each year group. Resources and assessment tasks are also shared across the Diocese primarily through Religious Studies Coordinators' meetings.

The Religious Education and Spirituality Services team at the Catholic Schools Office provides additional support through the professional development 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 has staff members who primarily teach the subject, providing a greater academic focus in this area.

---

## Curriculum, Learning and Teaching

---

### Secondary Curriculum

The Secondary Curriculum follows the NSW Education Standards Authority (NESA) syllabus for each course offered as required for Registration and Accreditation under the Education Act 1990 (NSW) and implements the curriculum requirements of the Catholic Schools Office (CSO). The CSO's Statement on Authentic Learning outlines our beliefs about how students learn. It provides a foundation for teachers, school leaders and system leaders as they aspire to enable learning which engages and empowers students to become lifelong learners, who contribute to society, and the wider world, as active and discerning citizens.

At San Clemente High School, we are committed to developing a genuine love of learning in our students. Our young people today belong to an ever-changing world and it is important that they are equipped with the skills, knowledge and capacity to be successful learners. Our vision is to develop confident and independent students who are lifelong learners, problem solvers, and collaborative, critical and creative thinkers. Data and current research informs best practice and best practice drives teaching and learning at San Clemente. We capture data on the learning of all students so that we can best personalise learning and support every student, whether that be to provide extra learning support or extend students in areas of giftedness. We are committed to supporting every student achieve their personal best whatever that may look like for each individual.

As a Dominican school we are influenced by the educational work and philosophies of Dominican scholars such as St Thomas Aquinas and St Catherine of Siena. San Clemente also draws on the work of contemporary educational theorists such as: John Hattie (Visible Learning and Visible Teaching) and Lyn Sharrat. Teaching and Learning at San Clemente is visible, measured and continually evaluated so that students may achieve optimum academic success.

Elective choices in Years 9 and 10 are an opportunity for students to pursue their academic interests. Elective offerings include: ISTEM, Marine and Aquaculture Technology, Commerce, Design and Technology, Information and Software Technology, Drama, Music, LOTE, Visual Art, Industrial Technology- Wood and Metal, Food Technology, Child Studies, PASS- Physical Activity and Sports Studies.

Students are supported in their learning through a strengths-based approach to reach their academic potential. We aim to cater for all types of learners: the school offers cross-curricular learning, contemporary pedagogy practices, learning support, gifted education opportunities. We are a GEL (Gifted Education Lead School) accelerated in their study program. Support and enrichment is provided for students with English as an additional language.

Teaching and Learning at San Clemente is vibrant, inclusive, supportive, welcoming and a pillar that defines the community.

---

## Student Performance in Tests and Examinations

---

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 the School's planning and is used to support teaching and learning programs.

Due to the impact of Covid-19 this year, the Education Ministers agreed that NAPLAN would not proceed in 2020. This decision was taken to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, including potential online and remote learning.

### Record of School Achievement (RoSA)

Eligible students who leave school before receiving their Higher School Certificate will receive the NSW Record of School Achievement (RoSA). The RoSA has been designed to provide grades for all Stage 5 (Year 10) and Stage 6 (Preliminary) courses completed during secondary education. In 2020, the number of students issued with a RoSA was 184.

---

## Pastoral Care and Student Wellbeing

---

### Pastoral Care Policy

The High School's pastoral care and student wellbeing policies guidelines and procedures are informed by the Student Well being and Pastoral Care Policy.

The Wellbeing and Pastoral Care Policy 2017, aims to provide a framework for the policies, programs, resources and practices implemented at system and school level with the purpose of supporting and enhancing the wellbeing of students, and all within its school community. It refers to the overall climate of care that exists within a Catholic school.

The environment is designed to be safe and inclusive, one that promotes academic rigour. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents, and the wellbeing of all.

The Pastoral Care and Wellbeing Policy for Students can be found at [www.mn.catholic.edu.au/about/policies](http://www.mn.catholic.edu.au/about/policies)

There were no changes to the policy in 2020.

### Behaviour Management and Student Discipline Policy

The High School's policies and procedures for the management of student behaviour are aligned the CSO [Wellbeing and Pastoral Care Policy](#) and to the [Suspension, Exclusion and Expulsion Procedure](#). The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring respect for the rights of all students and staff. Corporal punishment is expressly prohibited in this High School. The High School does not sanction administration of corporal punishment by High School persons and non-High School persons, including parents, to enforce discipline in the High School. Further information about this and other related policies may be obtained from the High School's website.

### Anti-Bullying Policy

The Catholic Schools Office has established an [Anti-Bullying Policy](#) which is implemented by our school and all schools in the diocese. It provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person. The CSO monitors the implementation of this policy.

The full text of the Anti-Bullying Policy may be accessed on the High School's website, the administration office or at the CSO website at this link.

### [Complaints Handling Policy](#)

The Diocese of Maitland-Newcastle has established a [Complaints Resolution Policy](#) which is implemented by our school and all systemic schools in the diocese. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. CSO monitors the implementation of this policy.

The full text of the [Complaints Resolution Policy](#) may be accessed on the High School's website, the administration office or at the CSO website at this link.

### [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 English as an Additional Language/Dialect, part of the Feldt Learning Centre, continued to operate throughout all of 2020. This class supports a number of EALD students, including those from African Nations, Afghanistan, Iraq, Iran, Pacific Island Communities.

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.

---

## School Improvement

---

The High School implements the systems review Cycle of improvement which outlines the processes and benchmarks for creating the culture and practice of continuous improvement with students as the focus. Strategic Plans and School Improvement Plans are future focused documents that map the High School's directions, aimed specifically at improving educational and pastoral outcomes for all students through the following areas:

- Catholic Formation and Mission
- Learning and Teaching
- Leadership
- Wellbeing and Partnerships

Each year, the High School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. A copy of the Strategic Improvement Plan and the Annual Improvement Plan may be obtained from the High School administrative office.

### Key Improvements Achieved

Catholic Formation and Mission in 2020 continued its focus on ongoing formation opportunities for staff and students including the Dominican Faith Formation program for up to 20 staff. The Year 10 Retreat program in Term 3 was again a focused highlight of Catholic formation and mission for our senior students (Year 10). Both these initiatives were not realised due to COVID-19 restrictions.

Learning and Teaching further developed the use of differentiation in classrooms across the school with a collaborative approach to the development of a new whole school goal for the next two years. This took place in Term 4 and formed the following goal. " Engagement and deep learning opportunities planned and provided for each student in every lesson".

Governance included a significant upgrade to the back of the site with the area adjacent to the undercover basketball area refurbished with new retaining walls and new synthetic grass as groundcover.

Wellbeing and Partnerships reflected the ongoing application of the now embedded Positive Education, five ways of wellbeing model which underpins all wellbeing and partnership matters at San Clemente.

The 2020 timetable has been adjusted to a five period day with a twenty minute Mentor session from Monday - Thursday enabling deeper engagement opportunities for students

working with their Mentors. PosEd and learning initiatives will form a part of the use of this time and assist in knowing every student and how they learn.

### Priority Key Improvements for Next Year

Refining the Dominican Staff formation retreats to smaller groups for greater concentration on individual formation . Ongoing development of teaching and learning initiatives in the area of catering for every learning need in every class and an additional initiative of the development of effective and widespread feedback on student learning for students and parents / carers.

Leadership in 2021 will revolve around consolidation of a stable Executive Team and ongoing professional development in effective teaching and learning initiatives for middle leaders and staff.

---

## Community Satisfaction

---

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the High School has used a variety of processes to gain information about the level of satisfaction with the High School from parents, students and teachers. At the beginning of each review phase school's undertakes extensive surveying of all stakeholder groups. This data is shared with the school community and contributes to the priorities for future planning.

### Parent satisfaction

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

In a non-COVID environment parent participation opportunities abound. Parent involvement at our Parents and 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:

- The Year 8 Elective Information Evening which presents valuable course overviews of all available electives. This assisted both students and parents to make informed choices.
- Year 7 Transition Evening is a highly effective part of Year 7 student transition every year at San Clemente.

### Student satisfaction

A high level of 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 School Captains included in a Student leadership Team and a very large number of volunteer Year 10 students who assist with Peer Support. Additionally the school has a very active Student Representative Council.

The only opportunity to celebrate our Year 10 class Graduation in the 2020 COVID-19 year was to have a formal presentation of graduates in our hall, The Veritas Centre, and have it live streamed to families at home as they were restricted from attending the event. The students then participated in a clap out from the whole school body and were picked up from the school gate.

The majority of our Year 10 students move on to senior school St Francis Xavier's College, Hamilton, 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.

### Teacher 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 goodwill 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, however with impending reduced student numbers due to the opening of another Catholic School in our region this will impact staff retention significantly. The school places a great importance on staff wellbeing. This 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.

---

## Financial Statement

---

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 2020 year is detailed below:

<b>Recurrent and Capital Income 2020</b>	
Commonwealth Recurrent Grants <sup>1</sup>	\$7,960,727
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$2,293,825
Fees and Private Income <sup>4</sup>	\$1,829,112
Interest Subsidy Grants	\$14,509
Other Capital Income <sup>5</sup>	\$510,296
<b>Total Income</b>	<b>\$12,608,469</b>

<b>Recurrent and Capital Expenditure 2020</b>	
Capital Expenditure <sup>6</sup>	\$4,422
Salaries and Related Expenses <sup>7</sup>	\$8,857,052
Non-Salary Expenses <sup>8</sup>	\$2,792,329
<b>Total Expenditure</b>	<b>\$11,653,803</b>

### 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.

END OF 2020 REPORT