

2024

Annual School Report

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TOGETHER IN CHRIST



San Clemente High School

Havelock Street, MAYFIELD 2304

Principal: Bernard Burgess

Web: <http://www.mayfieldsanc.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 Diocese of Maitland-Newcastle (CDMN). 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 Strategic 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 be 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 School Report, 2024, 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 outward looking, confident and accomplished, possessing the knowledge and skills to make a significant contribution to our society.

In 2022 the Maitland-Newcastle Diocese determined that San Clemente would transition to a Stage 4 to Stage 6 Catholic College, beginning with the first Year 11 (Preliminary) cohort in 2026. Planning continued throughout 2024 for this exciting development. Progress was made in the areas of Capital Works, design and production of a senior student uniform and increased staffing to cater for a broad subject offering for Years 11 and 12 at San Clemente. A significant refurbishment of the site will commence in 2025 in preparation for Day 1 of Year 11 in 2026.

From the commencement of 2025 San Clemente High School will be known as San Clemente Catholic College, representing the change and development of the school from the year 7 – 10 model to catering for cohorts from Year 7 right through to the HSC. The appropriate channels have been followed by the Diocese and Catholic Schools Office to ensure the school is recognised by NESA under it's new name.

Parent Body Message

The transition to Family and Community Engagement (FACE) group from the traditional Parents and Friends model continued as the planning for school's growth and development evolved in 2024. Our parents are included in notification of all professional development and

group meeting opportunities that are organised by the Catholic Schools Office, Parent Liaison Officer.

Numerous opportunities to engage with the school were offered and taken up in great numbers by families at the Mother's Day and Father's Day Breakfasts, Parent-Student-Teacher Conferences and Awards Ceremonies both at the end of each semester and the end of year.

The Tell Them from Me (TTFM) surveys were again an opportunity for parents and carers to engage with the school community and to provide perspectives and feedback on all aspects of school life and culture.

Parents, carers and families are continuously encouraged to contact the school and Executive with any issues that may arise or feedback they feel needs to be made known or addressed.

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 2024 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. The inclusion of an Aboriginal portfolio continued for the 2023/2024 Student Leadership Team.

The students at San Clemente appreciate the voice that the Student Leadership Team gives to 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 meet with the Year 10 LOWE and members of the School Executive to discuss initiatives and enact change in the school.

Scope for students in Years 7-9 to become involved in leadership is also broadened in preparation for the 2024 school year.

The Year 10 Student Leadership Team will meet regularly with the Principal throughout 2024 and beyond.

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. A further milestone will be the expansion to Stage 6 in 2026.

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..

San Clemente welcomes students from Wallsend/Maryland, Fletcher/Minmi regions in the west and Tighes Hill, Hamilton, Mayfield, Islington Stockton and Waratah in the central/inner city region.

With the opening of Catherine McAuley College in Medowie in 2021 San Clemente included St Patrick's Wallsend to our Feeder School list. This year we have successfully marketed to attract students in our Pathway areas to enrol 180 students in Year 7 2024 and our projections for 2025 are equally attractive. The school will continue to prioritise this initiative in the coming years to bolster enrolments at San Clemente.

The planning for buildings to accommodate Years 11 and 12 from 2026 continued throughout 2023 and the anticipation on the Stage 6 inclusion is driving planning right across the school.

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 2024: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
305	298	101	603

* 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 [Enrolment 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 2024 was 85.16%. 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
87.82	84.04	84.27	84.50

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 Professional Officer for School Enrolment 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 2024:

Total number of staff	77
Number of full time teaching staff	43
Number of part time teaching staff	14
Number of non-teaching staff	20

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 155 teachers
- Provisional 71 teachers
- Proficient 1953 teachers
- 4 Highly Accomplished teacher

Additionally, there are a number of 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.

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 educate from and for vibrant, welcoming and diverse communities with a particular commitment to the poor; for justice, integrity and peace; and with hope for the future.

At the heart of everything there is always Jesus Christ.

Catholic schools educate:

- From and for the community of faith
- From and for excellence in learning
- In a rigorous, creative and critical pursuit of truth

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

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, a voluntary body meet regularly and is comprised of up to fifteen teaching staff. The Ministry Team lead by the Ministry Coordinator 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 conducted throughout the year, recognising special school and church seasons and events. In 2024, individual class Masses were scheduled. In December the whole school joined 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.

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 Key Learning Areas (KLAs) are English, Mathematics, Science, Technological and Applied Studies, Human Society and its Environment, Personal Development, Health and Physical Education, Creative Arts, Languages, and Vocational Education and Training. The Curriculum is structured around the outcomes and content for each KLA and provide multiple opportunities for students to demonstrate their understanding through assessment. The curriculum incorporates a focus on capabilities and priorities, including literacy, numeracy, digital literacy, critical and creative thinking, ethical understanding, intercultural understanding, and personal and social capability.

The Curriculum is structured around the outcomes and content for each learning area and general capabilities for learning across the curriculum including literacy, numeracy, information and communication technology, critical and creative thinking, ethical behaviour, personal and social competence and intercultural understanding.

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, and Elective History. San Clemente has made Aboriginal Studies available as an option; however, insufficient demand has limited the ability to offer this subject as an elective for students.

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 crosscurricular learning, contemporary pedagogy practices, learning support, gifted education opportunities. We are a GEL (Gifted Education Lead School). Some of our students are accelerated in their study program particularly in mathematics. Support and enrichment is provided for students with English as an additional language.

Student Performance in Tests and Examinations

NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participate in the National Assessment Program Literacy and Numeracy (NAPLAN).

NAPLAN is a nationwide measure through which parents/carers, teachers, schools, education authorities, governments and the broader community can determine whether or not young Australians are developing critical literacy and numeracy skills. NAPLAN results allow parents/carers and educators to see how students are progressing in literacy and numeracy over time - individually, as part of their school community, and against national standards. NAPLAN is made up of four domains of:

- reading
- writing
- conventions of language (spelling, grammar and punctuation)
- numeracy.

NAPLAN results are reported against proficiency standards with four levels of achievement to give parents and carers, teachers and schools clearer information on how students are performing:

- Exceeding: The student's result exceeds expectations at the time of testing.
- Strong: The student's result meets challenging but reasonable expectations at the time of testing.
- Developing: The student's result indicates that they are working towards expectations at the time of testing.
- Needs additional support: The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

The percentage of student achieving at Exceeding and Strong proficiency standards in NAPLAN at San Clemente High School for 2024 is reported in the table below.

NAPLAN RESULTS 2024		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 7	Grammar and Punctuation	58%	61%
	Reading	67%	67%
	Writing	63%	65%
	Spelling	75%	72%
	Numeracy	64%	67%
NAPLAN RESULTS 2024		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 9	Grammar and Punctuation	52%	55%
	Reading	61%	63%
	Writing	54%	61%
	Spelling	71%	72%
	Numeracy	66%	63%

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 Wellbeing and Pastoral Care Policy](#).

The Student Wellbeing and Pastoral Care Policy 2022 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.

Behaviour Management and Student Discipline Policy

The High School's policies and procedures for the management of student behaviour are aligned with the Catholic School's [Student Wellbeing and Pastoral Care Policy](#) and to the [Schools Behaviour Management Policy](#). 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.

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.

Community Satisfaction

Consultation with parents, students and teachers is valued and sought. Their feedback contributes to the planning and the achievement of 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. The school undertakes extensive surveying of all stakeholder groups every 2 years. This data is shared with the school community and contributes to the priorities for future planning.

Parent satisfaction

San Clemente continues to strive to be a welcoming and happy environment for all stakeholders.

Parent, Teacher, Student Conference opportunities were offered twice in the year and these face to face conferences were well attended. Discussion of student learning is the focus for these conferences.

Other initiatives engaging parents in the school community include:

- An Open Evening to promote enrolments which was very popular in our local area attracting many new families interested in a Catholic education.
- Year 8 Elective Information Program which presents valuable course overviews of all available electives. This assisted both students and parents to make informed choices. Year 7 Transition Information Evening.
- Parents invited and attended all prizegiving events. Parents invited and attended Year 10s Graduation Liturgy As well as Mother's Day and Father's Day breakfast which were very well attended.

Student satisfaction

Student involvement is also evident in many areas of school life. Student leadership is a 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 both formally and informally.

The whole school was able to celebrate our Year 10 cohort leaving and formal presentation of graduates in our hall in 2024. 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 our senior school (St Francis Xavier's College) for Years 11 and 12. However the school looks forward to retaining the majority of the 2025 Year 10 cohort as the first Year 11 group in 2026,

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, being part of Open Evenings and public events involving 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.

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 2024 year is detailed below:

Recurrent and Capital Income 2024	
Commonwealth Recurrent Grants ¹	\$8,548,458
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$2,257,591
Fees and Private Income ⁴	\$2,379,348
Interest Subsidy Grants	\$11,852
Other Capital Income ⁵	\$632,287
Total Income	\$13,829,536

Recurrent and Capital Expenditure 2024	
Capital Expenditure ⁶	\$243,256
Salaries and Related Expenses ⁷	\$10,122,178
Non-Salary Expenses ⁸	\$4,066,547
Total Expenditure	\$14,431,981

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 2024 REPORT