

2025

ANNUAL SCHOOL REPORT

SERVICE | LEADERSHIP | JUSTICE

TOGETHER IN CHRIST



San Clemente Catholic College

78 Havelock Street, MAYFIELD 2304

Principal: Ms Emma South

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

About this report

San Clemente Catholic College (the 'College') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Diocese of Maitland-Newcastle (CDMN) which forms part of the broader system of schools governed by Catholic Schools NSW. 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 College community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

Detailed information about the College'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 College directly or by visiting the College'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 my pleasure to present the 2025 Annual School Report for San Clemente Catholic College, Mayfield. This year marks a historic milestone as we transitioned from San Clemente High School to San Clemente Catholic College, reflecting our growth from a Year 7 - 10 model to a Stage 4 - 6 Catholic College.

Throughout 2025, our focus has been on preparing for the introduction of senior schooling in 2026, while continuing our excellent support of students across Years 7 to 10. Significant work has gone into curriculum planning, ensuring a broad and rigorous program that meets the diverse needs of our future Year 11 and 12 students. We have prioritised pathways that support academic excellence, vocational opportunities, and holistic formation.

Equally important has been the development of student voice in leadership and ministry. This year, we strengthened opportunities for students to lead within the College, fostering a culture of service, faith, and advocacy. These initiatives reflect our Dominican tradition of Veritas - Truth - and our commitment to forming confident, outward-looking young people who contribute meaningfully to their communities.

I am excited to lead our community into this new chapter, ensuring every student thrives academically, spiritually, and personally as they journey through to the HSC and beyond.

Parent Body Message

In 2025, the transition to the Family and Community Engagement (FACE) group continued, replacing the traditional Parents and Friends model to better reflect the collaborative partnership between families and the College. This new approach has strengthened opportunities for parents to contribute meaningfully to school life.

This year saw a strong start for FACE Parent Forums, with two well-attended sessions. The first focused on reviewing uniform expectations, and the second explored study skills, providing practical strategies to support student learning at home. These forums have been an excellent platform for dialogue and shared decision-making.

Families also engaged in community events such as Mother's Day and Father's Day breakfasts, Parent-Student-Teacher Conferences, and Awards Ceremonies, all of which were well supported.

Parents and carers are encouraged to maintain open communication with the College leadership, ensuring feedback and ideas continue to shape the future of San Clemente

Catholic College. Together, we are building a strong, inclusive community where every student can thrive.

Student Body Message

This year at San Clemente has been one of connection, growth, and opportunity for all students. Throughout 2025, we were encouraged to live out the school's Mission by engaging in learning experiences that helped us understand ourselves, support one another, and contribute positively to our community.

Programs such as Elephant Ed gave students valuable tools to navigate respectful relationships and consent through open, relatable conversations. Brainstorm Productions also made a strong impact, using live performance to explore resilience, mental health, bullying prevention and online safety in a way that was both memorable and meaningful.

We were inspired by visits from former students, including our International Women's Day forum, and the exciting visit from Sydney Kings player Kouat Noi, who shared messages of perseverance and leadership. Student voice was also strengthened through our participation in the uniform expectations review, showing our commitment to shaping our school culture.

Students proudly represented San Clemente at the Australian Catholic Youth Festival in Melbourne, while the CAPA Immersion Tour provided a creative and enriching experience for the Arts community.

Overall, this year highlighted the many ways students lead, learn, and contribute to the vibrant life of San Clemente.

School Features

San Clemente Catholic College proudly served students from Year 7 to Year 10 in 2025, providing a complete secondary education that supports learners through to the attainment of the Record of School Achievement (RoSA). In 2026, we are excited to welcome our first Year 11 cohort, marking a new chapter in our journey as a senior school.

As part of the Mayfield Parish, the College maintains strong connections with Catholic primary schools across the Diocese of Maitland-Newcastle, fostering a vibrant partnership between parish and school communities. Our pathway primary schools include St Columban's Mayfield, Our Lady of Victories Shortland, Corpus Christi Waratah, St Patrick's Wallsend, and St Peter's Stockton. In line with diocesan enrolment policy, preference is given to students from these schools; however, we warmly welcome families from neighbouring schools, whose diversity enriches our community.

Founded in 1916 by the Dominican Sisters, San Clemente began as a school for girls and moved to its current site in 1919. Boys were first enrolled in 1983, and in 2025 we proudly became San Clemente Catholic College, embracing senior schooling. Guided by the Dominican motto Veritas—Truth—we inspire students to live authentically and contribute meaningfully to the world.

Parents are valued partners in learning. Through FACE initiatives, community events such as Mother's and Father's Day celebrations, and ongoing engagement in Parent/Teacher/Student conferences, families play an active role in supporting their children's education.

Students enjoy a rich array of co-curricular opportunities, including debating, sport, camps, excursions, leadership programs, and ministry experiences that build confidence and character. They represent the College in academic challenges, debating, and sporting competitions at diocesan, regional, and national levels.

In 2025, planning for refurbishment continued to ensure our facilities meet the needs of senior students and support contemporary learning. Highlights include the completion of our Senior Student Study and Kitchen, newly refurbished Science Labs, and the anticipated opening of our Flexible Learning Village in early 2026.

Special events such as College liturgies, community celebrations, and leadership formation days were highlights of the year, reflecting our commitment to faith, learning, and belonging.

Student Profile

Student Enrolment

The College caters for students in Years 7 – 10. Students attending this College come from a variety of backgrounds and nationalities. The following information describes the student profile for 2025: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
296	309	97	605

* 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.

Student Attendance Rates

The average student attendance rate for 2025 was 84.83%. 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
88.55	85.11	82.78	82.87

Managing Student Non-Attendance

All schools maintain an accurate register of their student's attendance. Any absences (part or full day) from school are recorded on this register and appropriate intervention strategies are implemented if required.

While parents/carers are legally responsible for the regular attendance of their child at school, school staff, as part of their duty of care, play a vital role in providing a continuum of active support including universal, targeted, and individualised strategies when supporting students with attendance concerns. Documented attendance plans may be developed to address the needs of students whose attendance is identified as being of concern.

Staffing Profile

Staffing Profile

Note: The data presented reflects the most current information available at the time of reporting. Variations in data currency may occur where staff updates are pending. Differences between tables are due to variations in staff inclusion criteria; therefore, minor discrepancies in reported numbers may occur.

The following information describes the staffing profile for 2025:

Total number of staff	82
Number of full time teaching staff	47
Number of part time teaching staff	15
Number of non-teaching staff	20

Total number of teaching staff by NESA category

Teachers are either accredited as conditional, provisional or proficient as defined by the Teacher Accreditation Act 2004 (NSW). Accreditation at the levels of Highly Accomplished and Lead teacher is voluntary.

The following table describes the accreditation status of teachers at San Clemente Catholic College in 2025:

Conditional Teachers	4
Provisional Teachers	3
Proficient Teachers	50

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 Catholic College is grounded in the mission of Jesus Christ, with the Good News at the centre of all we do. Our Catholic identity is strengthened by the Dominican values of prayer, study, community and service, which shape our culture and guide the formation of young people in faith. In 2025, our community was further influenced by the Jubilee Year Pilgrims of Hope. The College focused on deepening our communal understanding and practice of prayer, recognising it as central to our relationship with Christ and core to our Dominican charism. Staff formation was a priority, with Adam Frost providing professional learning on a variety of Catholic prayer traditions. Throughout the year, staff engaged in leading prayer, participating in Masses, and developing confidence as spiritual leaders, fostering a more engaged and spiritually aware community.

Staff were supported in achieving the correct level of AWTL accreditation. New staff completed 'Faith Story Witness,' middle leaders attended retreat opportunities, and two staff participated in the Moree Immersion.

Student formation evolved with the redesign of the Year 10 Retreat into the 'Year 10 Getaway,' a shorter but meaningful experience focused on community, prayerful connection, and hope for the future. We were fortunate to send three of our students and one of our staff members to the Australian Catholic Youth Festival in Melbourne, an enriching formation opportunity for them to bring back and share with our broader community.

The College celebrated St Dominic's Day with our pathway schools and the Dominican Sisters, strengthening our shared identity and honouring St Dominic's legacy.

Our commitment to the Dominican pillar of study was evident in outstanding Religious Education outcomes. Year 8 and Year 10 Religious Literacy results were the strongest in school history, reflecting staff competency, improved pedagogy, and deepening student understanding of Catholic tradition.

Service remained central to our Catholic identity, with students and staff supporting local and global initiatives. Socktober raised significant funds for Catholic Mission, and the St Vincent de Paul Christmas Appeal encouraged leadership, generosity and compassion.

Leadership in mission continued to grow, with the incoming 2026 Year 11 cohort demonstrating strong commitment to ministry. A dedicated student ministry team emerged, supported by an informal staff ministry group contributing to the College's spiritual life. The year concluded with a whole-school Advent Mass at Sacred Heart, celebrated by Father Greg Barker, bringing our community together.

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 in the Diocese.

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 embeds capabilities and priorities within curriculum content points in all KLAs. These include literacy, numeracy, digital literacy, critical and creative thinking, ethical understanding, intercultural understanding, and personal and social capability.

In 2025, San Clemente Catholic College continued to deliver a vibrant, inclusive and academically rigorous secondary curriculum that reflects our commitment to developing confident, independent and lifelong learners. Teaching and Learning at San Clemente is described as visible, measured and continually evaluated, ensuring students experience high-quality instruction across all Key Learning Areas.

Students in Years 7–10 engage in a comprehensive curriculum grounded in the Catholic tradition and the college motto Veritas (Truth). Core learning areas include Religious Studies, English, Mathematics, Science, HSIE, PDHPE, Technology, Creative Arts and Languages. The curriculum is further enhanced through a broad suite of specialist subjects as electives in Stage 5. Faculty teams maintain a strong focus on evidence-based practice, explicit instruction and responsive adjustments informed by ongoing assessment.

San Clemente Catholic College maintains a strong commitment to Diverse Learning, ensuring every student is known and supported. Learning Support provides targeted assistance and personalised adjustments for students with additional needs. Our Gifted Education mentor identifies and extends high-potential learners through enrichment and tailored strategies. The College's diverse cultural community is supported through wellbeing structures that affirm identity and belonging, including for students from EAL/D backgrounds. Aboriginal and Torres Strait Islander students are further supported through culturally responsive practices and representation within student leadership.

A major focus of 2025 was preparing for the introduction of Year 11 in 2026, marking the launch of San Clemente's first Stage 6 cohort. Significant groundwork was undertaken to ensure a smooth transition, including detailed planning of senior subjects, teaching programs and assessment structures aligned with Stage 6 requirements. This milestone also coincided with the development of the new Senior Study Space, designed to support independent learning and study routines for the incoming senior students.

Digital technologies remain embedded across the curriculum, supporting collaboration, creativity and differentiated learning. Students engage with digital platforms and subject-specific tools that enhance feedback, extend learning opportunities and strengthen skill development.

As the College prepares to welcome its first senior cohort in 2026, the 2025 curriculum reflects a school deeply committed to excellence, growth and the holistic development of every student.

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 Catholic College for 2025 is reported in the table below.

NAPLAN RESULTS 2025		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 7	Grammar and Punctuation	68%	62%
	Reading	75%	69%
	Writing	66%	64%
	Spelling	80%	72%
	Numeracy	70%	69%
NAPLAN RESULTS 2025		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 9	Grammar and Punctuation	51%	56%
	Reading	60%	65%
	Writing	56%	61%
	Spelling	76%	72%
	Numeracy	60%	66%

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The College's approach to pastoral care and wellbeing is guided by the [Student Wellbeing and Pastoral Care Policy](#).

This policy provides a framework for the development and implementation of policies, programs, resources, and practices at all school levels. Its purpose is to support and enhance the wellbeing of students and all members of the school community, fostering a climate of care within a Catholic educational context.

The College is committed to creating a safe, inclusive, and academically rigorous environment. A strong emphasis is placed on nurturing and maintaining positive, respectful relationships among staff, students, and parents, with the wellbeing of all at the forefront.

Behaviour Management and Student Discipline Policy

The College's behaviour management and student discipline procedures align with the Catholic School's [Student Wellbeing and Pastoral Care Policy](#) and to the [Schools Behaviour Management Policy](#). These policies uphold the dignity and responsibility of each individual, promote positive student behaviour, and ensure respect for the rights of all students and staff. Corporal punishment is expressly prohibited at the College. The College does not permit or condone the use of corporal punishment by any College personnel or non-College individuals, including parents, as a means of discipline in the College. Further information about this and other related policies may be obtained from the College's website.

Anti-Bullying Policy

The College implements the Catholic Schools [Anti-Bullying Policy](#) which is adopted by all schools within the Diocese. This policy provides a framework for school communities to collaboratively prevent and address bullying, fostering respectful relationships and responding to individual needs with sensitivity and care. The Catholic Schools Leadership team monitors the implementation of this policy.

The full text of the Anti-Bullying Policy may be accessed on the College's website, the administration office or on the Catholic Schools Maitland-Newcastle website.

Complaints Handling Policy

The Diocese of Maitland-Newcastle [Complaints Resolution Policy](#) is implemented by the College and all schools in the diocese. This policy acknowledges that misunderstandings and differences of opinion may arise and provides a structured process for resolving such matters respectfully and constructively. By addressing concerns within a framework of dignity, respect and truth, the policy reflects the values of the Catholic faith and offers opportunities to model the love of Christ in contemporary contexts. The Catholic Schools Leadership team monitors the implementation of this policy in our schools.

The full text of the [Complaints Resolution Policy](#) may be accessed on the College's website, the administration office or on the Catholic Schools Maitland-Newcastle 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 College has used a variety of processes to gain information about the level of satisfaction with the College 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

Parent–Teacher–Student Conferences were held twice this year with excellent attendance, and parent feedback reflected strong satisfaction with the personalised discussions about learning, progress and wellbeing.

Several initiatives further supported strong parent confidence:

Open Evening: Families were impressed with San Clemente’s programs, facilities and welcoming culture, reinforcing positive perceptions of the school.

Year 7 Transition Information Evening: Parents expressed strong satisfaction with the information about transition, curriculum and supports, helping build early trust.

FACE Meetings: Our first FACE sessions were positively received. Parents appreciated the open communication and valued the opportunity to share their perspectives.

Year 11 Parent Consultations: These inaugural sessions provided guidance on senior study expectations and pathways. Parent response was overwhelmingly positive and contributed to a record 67% retention rate from Year 10 to Year 11—the highest among transitioning diocesan colleges in the past decade.

San Clemente remains committed to maintaining high parent satisfaction through clear communication and strong relationships.

Student satisfaction

Student satisfaction at San Clemente remains strong, with students showing a deep sense of belonging, pride and engagement in school life. High retention across all year groups reflects the value they place on their experience. Notably, our first cohort moving into Year 11 chose overwhelmingly to remain at San Clemente, demonstrating confidence in the supportive relationships, learning opportunities and continuity offered as the College expands into Stage 6.

A defining feature of our student culture is their enthusiasm for representing the College across many activities. Students readily volunteer for sports, cultural events, leadership, community service and public occasions. Their willingness to step forward, often in large numbers, highlights their pride in being part of San Clemente and the strength of their connection to the school community.

Students frequently express that they feel known, respected and encouraged to contribute. This supportive environment, grounded in positive relationships with staff, fosters confidence, engagement and a strong sense of identity—ensuring a student experience that is both rewarding and valued.

Teacher satisfaction

Staff feedback from the 2025 engagement survey reflects a strong, cohesive professional culture at San Clemente, marked by connection, goodwill and a shared commitment to supporting one another. Staff described the school as welcoming, inclusive and community-centred, noting the positive atmosphere and collegial relationships that make it an enjoyable workplace.

A key theme was the depth of support among colleagues. Staff highlighted the reliability, kindness and approachability of one another, emphasising how collaboration creates a workplace where people feel valued and safe.

Leadership was also recognised as a major contributor to satisfaction. Comments described the principal and Executive Team as approachable and supportive, fostering an open-door environment. Staff appreciated the school's focus on wellbeing, pastoral care and professional growth.

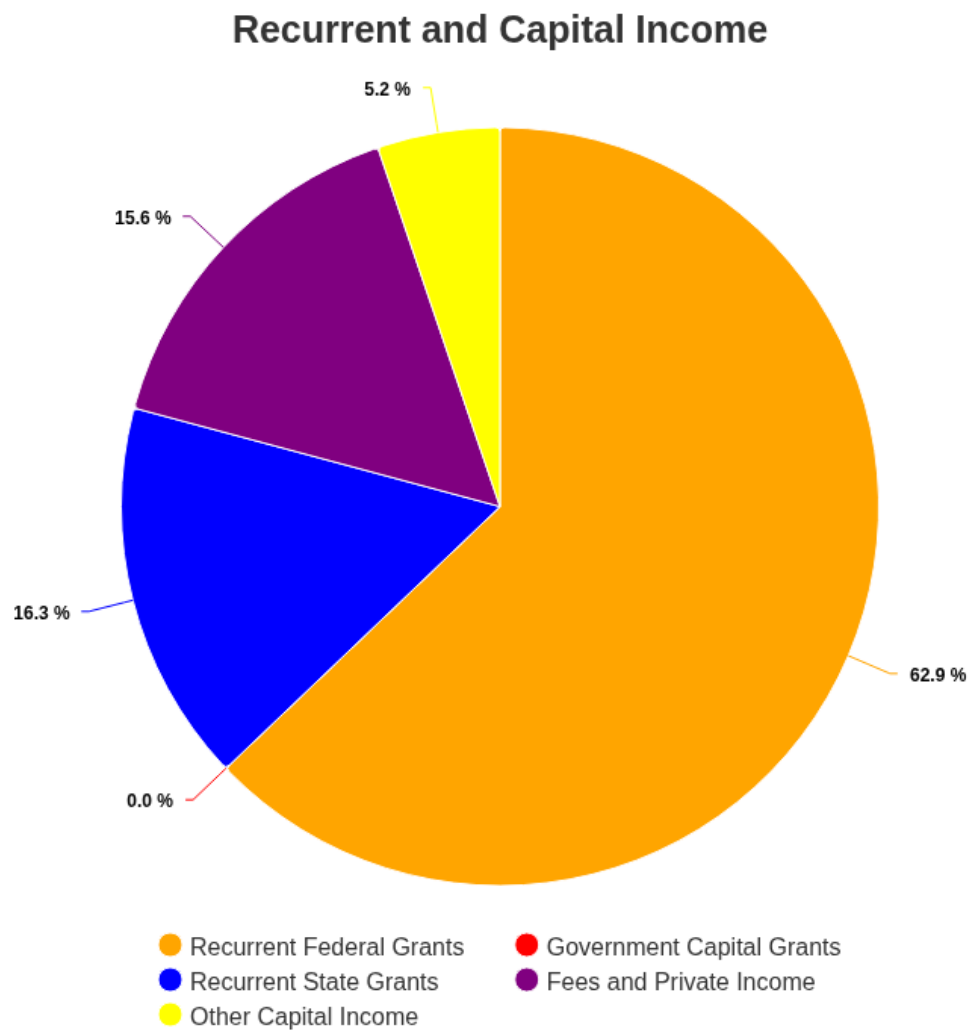
Diversity and inclusivity were celebrated, with staff proud of strong relationships with students and the school's ability to know and support them well.

Overall, responses affirm that San Clemente's culture—defined by care, collaboration and shared purpose—creates a positive, productive workplace.

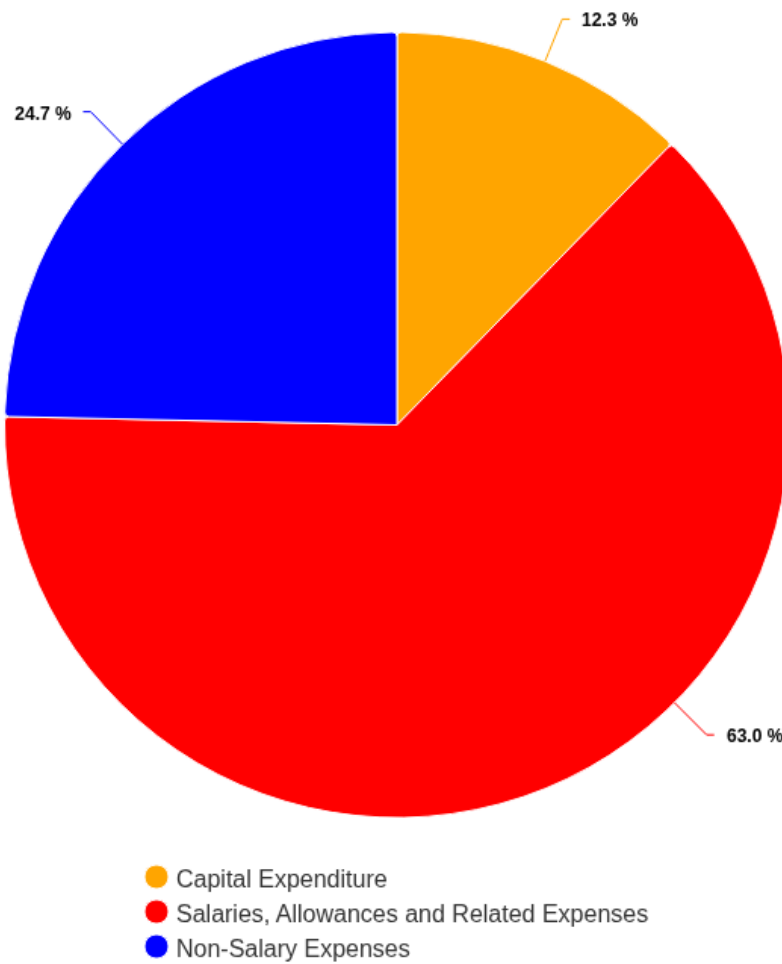
Financial Statement

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 2025 year is detailed below:



Recurrent and Capital Expenditure



END OF 2025 REPORT