About the Annual School Report

San Clemente is registered by the Board of Studies as a member of the Catholic system in the Dioceses of Maitland-Newcastle. The Annual School Report provides parents and the wider community with fair, accurate and objective information about various aspects of school performance and development. The Report describes achievement of school development priorities in 2014 and gives information about 2015 priorities. This Report is a legislative requirement under the Schools Assistance Act, 2008.

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

Messages from Key School Bodies

Principal
It is with great pleasure that I present to you the Annual Report, 2014, for San Clemente High School, Mayfield.

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

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

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

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

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

Tony Kelly

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

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

During 2014, the Parents & Friends Association had the opportunity to contribute to discussion about implementation of the 1:1 laptop project. In addition, the P&F conducted a number of fundraising events to raise money for the purchase of school resources. The events included a Trivia Night, Entertainment Books and chocolate sales.

In 2015 we hope to welcome new faces with new ideas to our meetings. More fundraising activities are planned and will be advertised through the school newsletter.

Kevin Fuller, (President San Clemente P & F)

Student Body
San Clemente is a school that offers its students a wide range of appealing activities. Activities include sport carnivals, representative and school sport, school dances, music concerts, retreats, leadership days, debating, public speaking, excursions and walkathon. These activities along with the happy atmosphere help to make San Clemente an enjoyable place in which to learn. At the end of 2013 elections were held for a Student Leadership Council to comprise sixteen members, four of which would be the School Leaders. Each council member would also be a representative of the Student Representative Council.
We, the students at San Clemente, are appreciative of the voice that the Student Representative Council gives us. We are able to contribute our ideas and suggestions to help make San Clemente a happy and comfortable school. In addition, the Student Representative Council organises and supports fundraisers for charities, e.g. Project Compassion.

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

**Year 10 SRC Representatives**

**Who We Are**

**History of the School**

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

During the sixty years from 1916 San Clemente High School, as both a boarding school and day school, became well known for the ladylike behaviour of its students and for the high standard of achievement of its graduates in both civic and business affairs.

At various times the buildings were modified and extended to accommodate the growing school population.

In 1976 San Clemente High School became the first Catholic High School in the Maitland Diocese to be staffed entirely by lay people.

Another milestone in San Clemente's history was reached in 1983 when boys were enrolled in Year 7.

San Clemente is named after the Basilica of San Clemente in Rome, a church built in 1108 on church ruins dating back to the first century AD. The present Basilica has been under the care of the Irish Dominicans since 1623, when Pope Urban VIII gifted it to the persecuted and exiled Irish Dominican Fathers.

**Location/Drawing Area**

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

**Characteristics of the Student Body**

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

<table>
<thead>
<tr>
<th>LBOTE*</th>
<th>SWD*</th>
<th>Indigenous</th>
</tr>
</thead>
<tbody>
<tr>
<td>73</td>
<td>67</td>
<td>49</td>
</tr>
</tbody>
</table>

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

**Religious Dimension and Culture of School Life**

**Catholic Identity**

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

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

Whole school liturgies are conducted throughout the year, recognising special school and church times and events. In 2014, individual class masses were held. They run on a rotation through the various years and were held each Tuesday at 1.00pm. Parents and relatives are always welcome and invited to attend.
The School as part of Parish and Diocesan Life
San Clemente enrols students from the parishes of Blackbutt North, Mayfield/Mayfield West, Tighes Hill, Stockton, Nelson Bay, Buladelah, Raymond Terrace, Shortland and Wallsend.

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

In 2014, San Clemente joined with our neighbouring schools – St Columban’s Mayfield, St Dominic’s Centre and Corpus Christi Waratah to celebrate St Dominic’s Day in August. St Dominic is the founding Saint of the Dominican sisters which was the religious order that founded all four schools.

Students and staff participated in Diocesan Ecumenical Way of the Cross held at Kilaben Bay on Palm Sunday. Students performed a dramatic representation of one of the Stations of the Cross.

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

The Religious Studies Department at the Catholic Schools Office provides additional support through the inservicing of teachers and the availability of the Resource Library.

Most of the teachers in the Religious Studies faculty teach more than one class of Religion, thus providing more stability and consistency throughout the faculty.

Retreats and Faith Development Programs
The San Clemente Ministry Team organises a series of faith experiences for each year in the school.

Reflection experiences were incorporated in the Camp experience for Year 7. Year 7 had a three day experience at Southern Cross Outdoor Education Centre, Somersby. Their theme was ‘Friendships – Old and New’. The year 8 students had several incursions throughout the year dealing with issues such as Bullying and Respect. The year 9 Reflection experience was combined with a two day Leadership Program, conducted at Dixon Park Surf Club.

The Year 10 Residential Retreat was conducted in June at the Collaroy Convention Centre. The theme for 2014 was “# Be Brave”, which attempted to help students build worthwhile lives in both a practical and a spiritual sense by contemplation, discussion and reflection. The Retreat is supported by the involvement of Fr Bill Burston, Parish Priest of Mayfield Parish.

These faith experiences are written, prepared and facilitated by members of the Ministry Team. They were highly evaluated by both students and staff. Such days give the students a wonderful opportunity to develop their faith in a familiar and safe environment. “Alienation from the church .... lurks in many adolescents as a fundamental attitude. Therefore catechesis should be proposed in new ways which are open to the sensibilities and problems of this age group” (General Directory of Cathechesis, 1997).

Values and initiatives to promote 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.

San Clemente is a generous and giving community with a high recognition for the needs of others. Once again in 2014, we demonstrated this Christian outreach in a number of very practical ways.

The Intensive English Class (IEC) as part of the Feldt Learning Centre, continued to operate throughout all of 2014. This class supports the African students from Sudan, Liberia, Sierra-Leone and Burundi.

Generous assistance has been received from the Catholic Schools Office to staff the class with a Learning Support Coordinator, Learning Support Teachers and Learning Support Assistants.
Our school community has reached out to these students and families to assist their integration into school and Australian life along with equipping them with the necessary literacy and numeracy skills to not only survive but succeed.

The school also has a very active St Vincent de Paul Society Junior Conference. This group was very active in visitations to the local Retirement Home and various food and clothing drives. Members of this chapter regularly met with members of the other school chapters to discuss initiatives and receive professional input from guest speakers. The local school conference continued to support a child throughout 2014. The St Vincent de Paul Chapter adopted this child in 2005. His name is Mpisi Thobani and he lives in South Africa. The monthly financial commitment is raised in a range of ways including raffles, out of uniform days and sausage sizzles. Vinnies also support St Jude's School in Tanzania and Penola House in Newcastle.

The other major social justice effort in 2014 was the Project Compassion campaign, conducted by Year 9 volunteers throughout the weeks of Lent. The total amount donated by San Clemente to Caritas Australia in 2014 was $3,500.00. In addition, we contributed $3,300 towards assisting Catholic Mission in their work. This money raised was the result of a month long campaign in October. The school developed a theme of ‘Soktober’. A number of initiatives was organised around this theme to raise this amount.

Policies

Enrolment Policy

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

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

Student Welfare

San Clemente has a clear commitment to the premise that all members of staff (teaching and non-teaching) are part of a caring team. However, particular emphasis in each year for the care of the students is the responsibility of the Student Coordinator assigned to that year. They work closely with the Roll Teachers, Classroom Teachers and Assistant Principal in supporting the students and families. In addition, they liaise with the School Counsellor, Pastoral Care Worker, Teaching and Learning Facilitator, Special Education Adviser, Careers Adviser and the School’s Administration. Student Coordinators meet fortnightly with their year groups.

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

Pastoral Periods are scheduled fortnightly into the school’s timetable to give staff an opportunity to discuss pertinent issues, such as relationships, cybersafety etc.

In 2014, the school has given greater purpose and structure to its Peer Support Program. Groups of Year 7 students are allocated to a Year 10 Peer Support Leader and they meet regularly throughout the year. This provides an extra support for Year 7 students and further enhances our level of pastoral care at school.

In 2014, the school invested time and resources into training the staff in Positive Psychology. As a consequence, a PosEd program was written for implementation in 2015.

An award system is in place at San Clemente to acknowledge student achievement and promote self esteem. It also provides students at San Clemente, who consistently maintain and display good standards of behaviour, to be formally recognised by their community. The Pastoral Care Policy is published as part of the Student Handbook is issued to students on enrolment; it is also available on our website.
Discipline

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

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

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

In 2012, the school’s Welfare Team established a Merit System in which students are able to receive Bronze, Silver or Gold certificates, this was further developed in 2014. With the introduction of a new database (First Class), staff can log entries for positives which they feel need to be acknowledged. Additionally, demerits can be logged and these are monitored by the Welfare Team.

Anti-Bullying Policy

Catholic schools have the responsibility to promote cultures of trust, cooperation and respect in the lived experience of the Catholic Christian setting. Bullying in a school mitigates such a culture and inhibits the development of positive relational outcomes for the common good of students, teachers and caregivers. San Clemente’s Anti-Bullying Policy is reviewed regularly and is available on the school website. This policy was reviewed and rewritten in 2013.

Complaints and Grievances

At all times San Clemente aims to work with the student and his/her parent/carer. We welcome enquiries and discussion and emphasise the importance of working together in partnership. At all times the school is guided by the school’s Pastoral Care Policy (revised 2013). The policy is available at the school or on the website. It emphasises a Restorative Justice approach, carefully following the principles of procedural fairness.

Many of the concerns expressed by parents are dealt with at the Student and/or Studies Coordinator level. More serious concerns are dealt with by the Assistant Principal or Principal. Those issues that come under the jurisdiction of the Child Protection Legislation are dealt with by the Principal in conjunction with the Child Protection Unit at Zimmerman Services.

An important dimension of both our Discipline and Complaints & Grievance Policies is the emphasis on Procedural Fairness. This is part of our Policies so that students and parents feel supported whenever a matter of grievance or disciplinary action occurs (particularly if suspension or expulsion is considered). Reference is made to the Catholic School’s Office Pastoral Care Policy (revised 2002) for information regarding Procedural Fairness (p13).

Special Provisions (Secondary Schools Only)

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

Student Achievements

Academic Achievements

San Clemente High School values and encourages all students to reach their full academic potential. In a formal sense, this is recognised by our very good results in the 2014 ROSA. We had the opportunity of acknowledging four students who were awarded more than six A grades on their Record of School Achievement. Students who achieve highly are recognised formally at Academic Award presentations twice during the year. Students were also involved in the ME Program, an ongoing collaboration involving local industries focussing on manufacture and engineering.
Throughout the course of the year a significant number of students participated in a range of academic endeavours. Students were involved in various national Mathematical, English, Science and Computing Studies competitions. In all these academic pursuits numerous High Distinctions, Distinctions, Credits and Participation Certificates were achieved by students. Outstanding achievements were gained by individuals and groups in debating (school and diocesan level), Mock Trial and public speaking competitions. A team of students participated in the 'Tournament of the Minds' competition at the University of Newcastle.

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

School Academic Priorities

As a result of the San Clemente’s NAPLAN results, reviewing the curriculum has become a priority for 2015. The steps taken to improve NAPLAN at San Clemente include:

<table>
<thead>
<tr>
<th>Priority</th>
<th>Steps taken to achieve the priority</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review Curriculum Delivery</td>
<td>• Establish Instructional Walks</td>
</tr>
<tr>
<td></td>
<td>• Review of Love of learning committee, establish goals designed to aid teacher development in teaching literacy and numeracy.</td>
</tr>
<tr>
<td></td>
<td>• Increase literacy feedback across all KLA’s through assessment tasks.</td>
</tr>
<tr>
<td></td>
<td>• Review and modify all Mathematics programs, in particular GATS and Life skills.</td>
</tr>
<tr>
<td></td>
<td>• Conference and release time for unit writing, focusing on improved feedback in literacy.</td>
</tr>
<tr>
<td></td>
<td>• Establish a mentor program to better assist new teachers.</td>
</tr>
</tbody>
</table>

Performance in National Testing

San Clemente draws students from a wide range of backgrounds. We have significant numbers of students with language background other than English, and feel a particular mission to assist students with varying degrees of learning difficulties. Many struggle with literacy and numeracy skills. This being the case, it is pleasing to note the significant growth of student results in NAPLAN show from Year 7 to 9. In Reading, for example, more than 60% of students had greater than expected growth in their achievement. There is an ongoing effort in the school to improve students’ skills in literacy and numeracy without compromising the other important learning that must take place.

San Clemente is a school devoted to the development of excellence of each student in the context of a caring 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. San Clemente enrols students from an area in excess of three hundred square kilometres and draws students from a wide range of backgrounds. We have significant numbers of students with language background other than English and varying degrees of learning difficulties. In addition San Clemente caters for students who graduate from St Dominics Centre for the Hearing Impaired and for this purpose formed a unit for integration of hearing impaired students into general classes. Another integration unit to meet the individual education requirements of special needs students also exists and enrols students from inside and outside the enrolment zone.

The National Assessment Program – Literacy and Numeracy (NAPALN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN is made up of tests in the four areas of:

- Reading
- Writing
- Language conventions (spelling, grammar and punctuation)
- Numeracy

The purpose of these tests is to provide information to parents and teachers about the achievements of students in aspects of Literacy and Numeracy. This test provides a measure of student’s performance against established standards.
### Cultural Achievements

San Clemente had an extensive array of cultural opportunities for its students in 2014.

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

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

Cheerleading was established at San Clemente in 2010 and continued through 2014. In 2014, Cheerleading had 32 committed and enthusiastic cheerleaders who competed in the AASCF Winterfest Cheerleading competition, Homebush, Sydney, in June. San Clemente had two team performing in levels 1 and 2. The teams received ‘Distinction’ awards in all categories entered.

### Sporting Achievements

San Clemente’s participation and level of achievement continue to rise considerably over recent years and 2014 was no exception.

Sport occurs each Friday afternoon, during which both representative and recreational sports take place. San Clemente participates in a Regional Representative Sports Competition with the following schools: St Pius X Adamstown, St Mary’s Gateshead and St Paul’s Booragul. Competitive sports vary during terms 1, 2 and 3 for junior teams (Years 7 & 8) and senior teams (year 9 & 10). Sports include netball, basketball, cricket, touch football, hockey, tennis, soccer AFL, Rugby 7s, OzTag, Volleyball and Dodgeball.
A program of recreational sports is offered for Years 8, 9 and 10. The students have choices such as swimming, beach activities, ten pin bowling, lawn bowls, billiards, kickboxercise, ice skating, surf survival, aerobics, weight training, surfing and lego robotics. Year 7 students participate in a swimming improvement course in Terms 1 and 4. In Terms 2 and 3, a tabloid of sport takes place which includes basketball, tennis, self-defence, gymnastics, golf and soccer.

In addition to these opportunities, students participate in our annual swimming carnival in Term One at Mayfield Pool and the athletics carnival in Term 3 at Glendale Athletics Centre. Numerous students have the opportunity to represent their school and diocese in the following sports – swimming, athletics, cross country, netball, hockey, rugby 7s and touch football. Some of these sports have pathways to NSW Combined Catholic College (CCC) levels.

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

**Other Highlights for 2014**

Students have been well catered for in both welfare and academic aspects.

A well-developed anti-bullying program has operated in the school. This has included emphasis on creating an anti-bullying culture and an awareness program dealing with cyberbullying.

Girls have been able to participate in a program dealing with issues facing girls in modern society. A full day session delivered by an expert presenter at an external venue was the highlight. Follow up is planned for 2015.

In the academic area, the provision of a Year 7 English class for talented students has highlighted a push to address the needs of high achieving students. A Year 8 class for talented Maths students was implemented for 2014. Teachers have provided after school revision sessions for all students.

**Staff**

**Staff Qualifications**

<table>
<thead>
<tr>
<th>Qualifications and Experience</th>
<th>Number of Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Teachers with teaching qualifications from a higher education institution within Australia or as recognised by National Office of Overseas Skills Recognition (NOOSR).</td>
<td>59</td>
</tr>
<tr>
<td>II. Teachers with qualifications from a higher education institution within Australia or as recognised by NOOSR but lacking formal teaching qualifications</td>
<td></td>
</tr>
<tr>
<td>III. (a) Teachers not having qualifications as described in I or II above but having relevant successful teaching experience or appropriate knowledge relevant to the teaching context</td>
<td>(a)</td>
</tr>
<tr>
<td>III. (b) Of these which are New Scheme Teachers.</td>
<td>(b)</td>
</tr>
</tbody>
</table>
### Workforce composition

<table>
<thead>
<tr>
<th>Number of Staff</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total teaching staff</td>
<td>59</td>
</tr>
<tr>
<td>Total non-teaching staff</td>
<td>28</td>
</tr>
<tr>
<td>Grand total</td>
<td>87</td>
</tr>
</tbody>
</table>

Percentage of teachers who are Indigenous | 1.69%

### Professional Learning Undertaken

The focus for Professional Development in 2014 was to provide for Staff Spirituality, Faculty Development time and the development of technology skills. The latter has been especially significant with the introduction of 1:1 laptops for Year 10 students.

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

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

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

The average expenditure per teacher on professional learning in 2014 was $585.00. The funding for this professional development came from school funds and from the Catholic Schools Office.

The school was fortunate to be involved in a National Partnership funded by the Federal Government. The aim was to improve numeracy in students. A Leading Teacher was appointed with responsibility in this area. There was useful professional development for teachers and significant collaboration with feeder Primary Schools. Diagnostic testing was carried out with all year 7 students, the results enabling greater focus on areas needing development.

### Teacher Attendance

The average teacher attendance rate for this school in 2014 is 94%.

### Teacher Retention

The majority of the teaching staff was retained at the end of 2014. There were two retirees, and another transferred to a school in the Diocese.

The teacher retention rate from 2013 to 2014 was 100%.
Enrolments

Actual Enrolments 2014

<table>
<thead>
<tr>
<th>Scholastic Year</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7</td>
<td>181</td>
</tr>
<tr>
<td>Year 8</td>
<td>181</td>
</tr>
<tr>
<td>Year 9</td>
<td>179</td>
</tr>
<tr>
<td>Year 10</td>
<td>181</td>
</tr>
<tr>
<td>TOTAL</td>
<td>722</td>
</tr>
</tbody>
</table>

Student Attendance (Secondary)

Percentage of student attendance by Year level and school average for 2014:

<table>
<thead>
<tr>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
<th>School Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>91.67%</td>
<td>89.89%</td>
<td>89.72%</td>
<td>86.38%</td>
<td>-</td>
<td>-</td>
<td>89.41%</td>
</tr>
</tbody>
</table>

San Clemente High School at the 2014 August Census date had a total school population of 722. Within the population there were 372 males and 350 female students, 73 students with a language background other than English (LBOTE) and 49 students of Aboriginal/Torres Strait Island background. The average attendance rate over the year was approximately 89.41%

Post School Destinations (Students aged > 17)  

| Education (senior HS) | 173         |
| Education (TAFE/apprenticeship) | 5          |
| Education (university) | 0          |
| Work force | 2          |
| Travel | 0          |
| Unknown |             |
| Other | 1          |
| TOTAL | 173        |

Managing non-attendance

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

Annual School Priorities

- Empowering Local School’s Pilot Program
- NAPLAN Results
- Professional Development ICT
- Development of a Positive Education Program

Achievement of School Priorities

The School Evaluation & Development Committee has the responsibility of leading the staff in terms of meeting registration and accreditation requirements in terms of Board of Studies, curriculum and policy.

This committee comprising of seven staff members meets fortnightly. They ensure that the ongoing review of policies is carried out. In addition, they monitor the progress the school makes in regard to working toward and achieving the goals for 2013.

The schools goals for 2014 were the continued development of:

- Establish a ‘Love of Learning Committee’ – explaining 21st Century Pedagogies
- Successfully implement Empowering Local School’s Pilot Program
- Improved NAPLAN results
- Increased involvement of parents in the life of the school
- Staff professional development in ICT
- Focus on Restorative Justice and Positive Behaviour Support
- Development of a Positive Education Program

All of these goals are ongoing with significant success in each area.

Facilities

After recent development at the school, facilities are, in general, very good. Areas for attention include refurbishment of the Food Technology Kitchen and TAS Workshops. Additional GPLA’s are required. The school will be seeking funding for the construction of a hall.

<table>
<thead>
<tr>
<th>Priority</th>
<th>Steps taken to achieve the priority</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food, Wood, Metal Technology</td>
<td>Grant applications to CSO</td>
</tr>
<tr>
<td>Girls and Boys Toilet</td>
<td>Grant applications to CSO</td>
</tr>
<tr>
<td>School Hall</td>
<td>Discussions with CSO finance re funding construction of a new hall</td>
</tr>
</tbody>
</table>

Community Satisfaction

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

Parent involvement at our Parents & Friends Association is extremely encouraging. Good numbers attend and give along with others, regular positive feedback about the school and the opportunities extended to the students.
Excellent student involvement is also evident in many areas of school life. Student leadership in formal ways is a very good indicator of student happiness. We have four Student Leaders, sixteen House Leaders, forty Peer Support Leaders and also a very active and vocal Student Representative Council.

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

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

Financial Information

The following graphs represent the income and expenditure for San Clemente High School, Mayfield for the school year ending 31 January 2015 as aggregated from the annual returns to the Australian Government’s Department of Education, Science and Training.
Concluding Statement

San Clemente High School is extremely proud of what was achieved during 2014. The many accomplishments were made possible by the tremendous spirit of dedication and enthusiasm that exists amongst the student, staff and parent bodies.

In particular, the support, commitment and compassion of staff toward the student body are outstanding. The hard work, both inside and outside the classroom, in providing the students with a myriad of opportunities is most commendable. Gratitude and sincere thanks are extended to them. The way in which our students have accepted the challenge of many of these opportunities is most encouraging. They have been enthusiastic and keen to achieve. For this they have our admiration and gratitude.

The school community acknowledges the ongoing support of parents, especially those who have actively participated in the Parents & Friends Association. Such support is always greatly appreciated.

I would like to thank Mr Kevin Fuller (President, San Clemente Parents & Friends) and our School Leaders for their contribution. Finally, the following staff members are acknowledged for their contribution to this report: Mr Keiran Williamson, Mr Scott Donohoe, Mrs Renate Daly, Ms Karen Brennan, Ms Julia Nolan and Mrs Mary Zeeman.

Report Access and Publication

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

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

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