

2023



San Clemente High School





with a positive atmosphere help to make San Clemente an enjoyable place in which to learn. At the end of 2023 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.





## 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

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# Staffing Profile

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## Staffing Profile

The following information describes the staffing profile for 2023:

Total number of staff	70
Number of full time teaching staff	42
Number of part time teaching staff	8
Number of non-teaching staff	

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been involved in professional learning opportunities during the year related to improving student outcomes.

### Summary of professional learning at this school

During 2023 staff were engaged in both internal and external professional development. Professional learning was centred around the school goal on feedback and the strategic plan of the school. It included literacy, numeracy and subject specific professional development particularly on preparing and planning for new syllabus implementation.

In 2023 the school established a renewed Professional Development Policy and Procedure to support staff through providing relevant opportunities that allow professional growth that is linked to the strategic directions of the School. This was further developed and enriched during 2023 with twilight professional learning blocks.

In keeping with the School's Vision Statement of 'striving towards excellence and truth', San Clemente aims to support staff to build on their strengths through an effective Professional Development strategy that provides members of staff with equity in opportunities for professional development.

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







## Student Performance in Tests and Examinations

### NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participated in the National Assessment Program Literacy and Numeracy (NAPLAN). The purpose of NAPLAN is to provide information to parents and teachers about the achievements of students in literacy and numeracy. The test provides a measure of the student's performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching with a view to improving student performance.

From 2023, NAPLAN results are reported against proficiency standards with 4 levels of achievement to give teachers, parents and carers 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 2023 is reported in the table below.

NAPLAN RESULTS 2023		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 7	Grammar and Punctuation	72%	64%
	Reading	65%	68%
	Writing	59%	63%
	Spelling	81%	73%
	Numeracy	71%	67%

NAPLAN RESULTS 2023		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 9	Grammar and Punctuation	64%	56%
	Reading	68%	63%
	Writing	55%	58%
	Spelling	73%	71%
	Numeracy	72%	64%

### Record of School Achievement (RoSA)

Eligible students who leave school before receiving their Higher School Certificate will receive the NSW Record of School Achievement (RoSA). The RoSA has been designed to provide grades for all Stage 5 (Year 10) and Stage 6 (Preliminary) courses completed during secondary education. In 2023, the number of students issued with a RoSA was 138.

## Pastoral Care and Student Wellbeing

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

### Anti-Bullying Policy

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

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

## 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.

## Initiatives promoting respect and responsibility

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## School Improvement

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

- Catholic Identity and Catholic Curriculum
- Learning and Wellbeing

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

### Key Improvements Achieved

Planning for Catholic Formation and Mission in 2023 continued its focus on ongoing formation opportunities for staff and students including the Dominican Faith Formation program and the sacramental program.

The Year 10 Retreat program in Term 3 was again a highlight of Catholic formation and mission for our senior students. These initiatives were achieved in our 3 day program held at Colaroy in August.

Learning and Teaching further developed the use of differentiation and engagement in classrooms across the school with a collaborative approach to the development of a new whole school goal for the next two years, largely focused on the Clarity approach guided by Lyn Sharatt.

In 2023, the Strategic Improvement Plan included goals relating to improved methods of feedback for student learning Wellbeing and partnerships reflected the ongoing application of the now embedded Positive Education, five ways of wellbeing model which underpins all wellbeing matters at San Clemente and complement the Dominican Pillars; Prayer, Service, Study and Community.

The 2023 timetable continued with a five period day with a twenty minute Mentor session from Monday - Thursday, enabled deeper engagement opportunities for students working with their Mentors. PosEd initiatives form part of the use of this time and assist in knowing every student and how they learn.

Looking forward, Positive Behaviour for Learning will form much of the Year 7-12 focus for the school.

### Priority Key Improvements for Next Year

Ongoing development of teaching and learning initiatives in the area of catering for every learning need in every class and an additional initiative of the development of effective and varied feedback for student learning.

CILS funding provided for extra support to a large number of students disadvantaged in the Covid years

## Community Satisfaction

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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 annually. 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 prize giving events.

Parents invited and attended Year 10's Graduation Liturgy.

As well as Mother's Day and Father's Day breakfast which were very well received.

### 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

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

## 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 2023 year is detailed below:

Recurrent and Capital Income 2023	
Commonwealth Recurrent Grants <sup>1</sup>	\$8,247,656
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$2,343,849
Fees and Private Income <sup>4</sup>	\$2,025,913
Interest Subsidy Grants	\$15,189
Other Capital Income <sup>5</sup>	\$529,507
<b>Total Income</b>	<b>\$13,162,114</b>

Recurrent and Capital Expenditure 2023	
Capital Expenditure <sup>6</sup>	\$975,190
Salaries and Related Expenses <sup>7</sup>	\$9,556,611
Non-Salary Expenses <sup>8</sup>	\$3,475,426
<b>Total Expenditure</b>	<b>\$14,007,227</b>

### Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

