

CLAREMONT COLLEGE  
**ANNUAL REPORT**

**2017**

*Celebrating 135 years*



A large group of people, mostly women and children, are posed in front of a building with ornate architectural details and shutters. The group is arranged in several rows, with some people standing on a grassy area in the foreground. The building behind them has multiple windows with shutters and a decorative balcony or porch area. The overall tone of the image is sepia or aged, suggesting a historical photograph.

*Celebrating*

1882



135 years



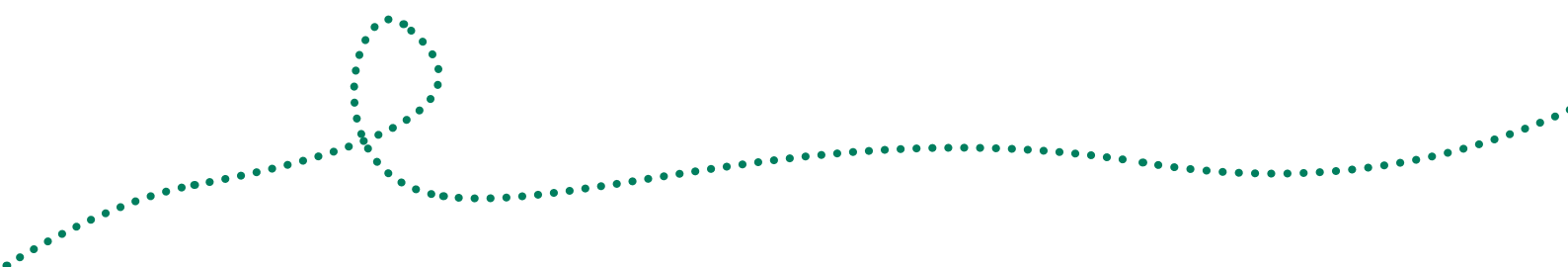
2017





*INSPIRED*  
FOR LIFE





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# Our Core Values

ENGAGING LEARNING THROUGH  
QUALITY TEACHING ACROSS  
THE CURRICULUM WITH  
INNOVATION AND CREATIVITY



**LEARNING**

BUILDING A PLACE OF EXCELLENCE  
WITH FIRM ACADEMIC FOUNDATIONS



**ACADEMIC**

GROWING AND AFFIRMING  
THE CHARACTER, LEADERSHIP  
AND A SENSE OF PURPOSE FOR  
EACH INDIVIDUAL CHILD



**CHARACTER**





**COMMUNITY**

PROVIDING A NURTURING SCHOOL  
COMMUNITY THROUGH CARE  
AND RESPECT FOR SELF, OTHERS  
AND THE ENVIRONMENT

HONOURING THE RICH HISTORY AND  
HERITAGE OF CLAREMONT COLLEGE



**HERITAGE**



**FAITH**

HAVING FAITH IN CHRIST AND  
FOLLOWING HIS WORD IN OUR LIVES



**INSPIRED**  
FOR LIFE





# OUR MISSION

**TO PROVIDE A CARING CHRISTIAN ENVIRONMENT IN  
WHICH EACH CHILD CAN DEVELOP ACADEMICALLY,  
PHYSICALLY, EMOTIONALLY, SOCIALLY AND SPIRITUALLY.**

Claremont College is a thriving co-educational primary school in the Eastern Suburbs, renowned across Sydney, as an Anglican school that achieves excellence in all aspects of its operation. The School aims to provide a comprehensive education within a caring and supportive Christian environment. The employment of quality staff who are committed Christians is given high priority and it is through the Christian teaching and student welfare programs within the school, that children gain an understanding of God's love and care for them in all aspects of their lives. Claremont College students come from a variety of cultural backgrounds,

mostly from the Eastern Suburbs of Sydney. Claremont College is a very inclusive School where students with a wide range of abilities and special needs are catered for. Claremont College supports all students to learn, at their point of need within a fully integrated, collaborative, co-teaching model of teaching, within the classroom wherever possible. Our parent community is generally reflective of the demographics of our local area and parental support, consultation and involvement in the life of the School is a strength and highlight of our School community.





# I ♥ MY SCHOOL

**PROVIDING FIRM FOUNDATIONS FOR LIFE AND LEARNING IS A VERY IMPORTANT ASPECT OF THE SCHOOL. IN 2017 WE ONCE AGAIN CELEBRATED THE EXCELLENT RESULTS OF OUR STUDENTS, WHOSE ACADEMIC RESULTS IN NAPLAN POSITIONED CLAREMONT COLLEGE AS ONE OF AUSTRALIA'S LEADING CO-EDUCATIONAL INDEPENDENT PRIMARY SCHOOLS. WE ARE VERY PROUD OF THE ACHIEVEMENTS OF OUR STUDENTS, STAFF AND PARENTS.**

Complementing our high academic results and standards, the School aims to ensure that all children develop the necessary skills and learning dispositions to equip them for a happy childhood and for success in the future. Claremont College delivers programs in Creative and Practical Arts, Technology, Mandarin, Indonesian, Sport, PE, Health and Personal Development, within the context of a Christian education.

In 2017 Claremont College continued to move forward, guided by its Strategic Plan 'Our Story, Our Vision'. This document was both collaborative and consultative, reflecting an eighteen-month process

of conversation and engagement with all key stake-holders including staff, students, parents, members of the School Leadership team and the College School Council. Our Strategic Plan encompasses the following five broad areas;

- Learning
- Teaching and Pedagogy
- Student and Staff Well-Being
- Influence through Expansion
- Governance and Leadership





# WELCOME

DOBRODOŠLI VÍTEJTE TER  
добрeдoйдeн VELKOM  
HOŞGELDİNİZ VÄLKOMMEN  
ברוך הורב ласкаво пр  
SELAMAT DATANG NAU MA  
ようこそ Добро ПОЖа  
KUWAKARIBISHA 환영 BIEN  
καλωσόρισμα PAGDA





VETULOA 歡迎 FÁILTE  
MMEN WELKOM स्वागत  
N 欢迎 WILLKOMMEN  
DOСИМО BEM-VINDO  
AI MALIGAYANG  
ЛОВАТ BIENVENIDA  
N VENUE CROESO  
TING chào mừng





CHARACTER



# MESSAGE FROM THE CHAIRMAN OF COUNCIL

Claremont College is a K-6 primary school in Randwick that is one of the 22 schools under the governance of the Anglican Schools Corporation. Local governance is by the school Council with members having business consulting, banking, educational, medical and theological backgrounds.

In 2017 we celebrated our 135th Anniversary as we looked ahead by focusing on implementing our 2016 Strategic Plan. Part of this plan was the completion of some upgraded classrooms and the refurbishment of our library. We also continued to consolidate the implementation of our 2016 research project on 'How Co-Teaching Improves Student Outcomes', while we also focused on the professional development of our staff.

I acknowledge the passion, expertise and dedication of the Principal, his leadership team and staff, and I am thankful to God for a successful year, and for the many blessings we have received across 2017.

Thank you.

**Rev. Craig Segardt BA, BTh, Dip Min, JP**  
**Chairman**

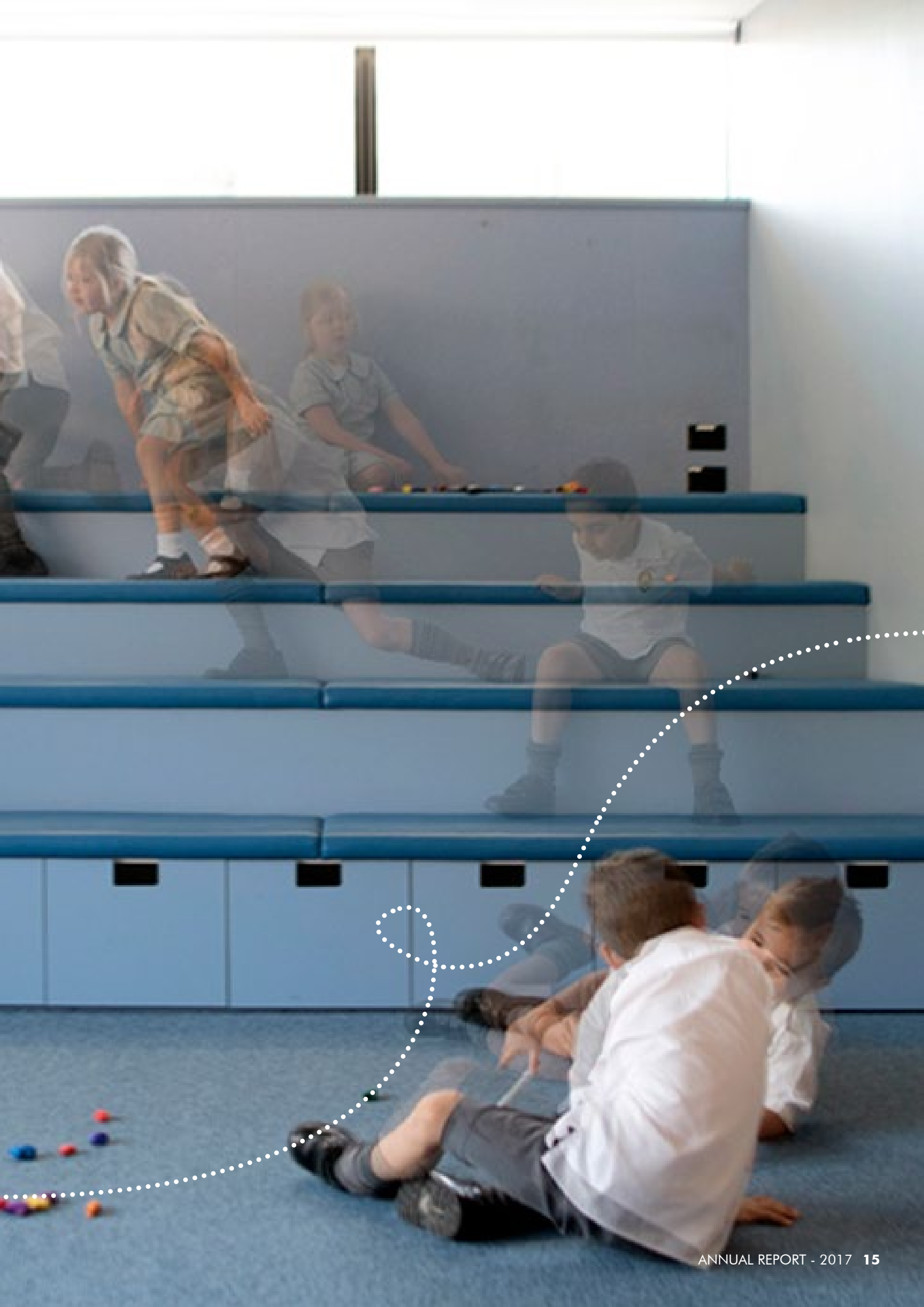
*Our Chairman, Rev. Craig Segardt has served as Chair of the Claremont College School Council since January 2014. He is well acquainted with the school, having served for 17 years on School Council and having two boys attend from Kindergarten to Year 6. Prior to studying theology, Craig had a career in management, import and export in the building industry both in Australia and in Europe. He is Rector of St. Nicolas' Anglican Church, Coogee.*





THIS YEAR, WE WERE ESPECIALLY DELIGHTED TO WIN A SIGNIFICANT 'LEARNING ENVIRONMENTS AUSTRALIA' AWARD, RECEIVING FIRST PLACE IN NSW FOR OUR NEWLY REFURBISHED KINDERGARTEN AND YEAR 1 LEARNING SPACES. OUR STUDENTS AND TEACHERS ARE CERTAINLY BLESSED TO BE ABLE TO ENJOY SUCH WONDERFUL CLASSROOMS EACH AND EVERY DAY.









# OUR STORY, OUR VISION



CLAREMONT COLLEGE IS A 'CITY ON A HILL'; A PLACE OF FAITH IN CHRIST, HOPE, AND LOVE THROUGH EDUCATION.

## **AT CLAREMONT COLLEGE WE SEE A SCHOOL THAT INSPIRES IN EVERY WAY**

Claremont College, founded in 1882, is an Anglican school that serves the Eastern Suburbs, the city and beyond. It is a school deeply grounded in the core values of the Christian education for which the Claremont College and the Anglican Schools Corporation are respected. Claremont's reputation is strong and trusted. Claremont College is a world leading school.

## **AT CLAREMONT COLLEGE WE SEE A SCHOOL FILLED WITH ENGAGED AND PURPOSEFUL LEARNING**

Claremont College students are challenged and flourish because each child's passions, talents and gifts are embraced and nurtured. It is a school where all students have a voice and their individual educational and well-being needs are met. It is a school with outstanding, well-qualified, passionate and dedicated teachers. Learning at Claremont thrives because the well-being of the students and teachers is a high strategic priority. Learning is characterised by an embedded use of technology but people always come first.

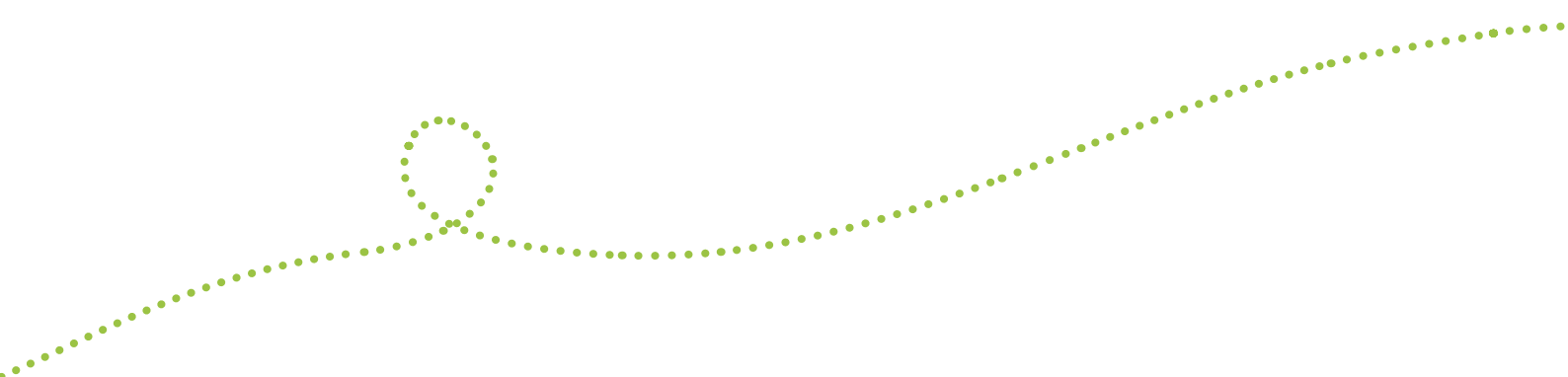
## **AT CLAREMONT COLLEGE WE SEE A SCHOOL WHERE PARENTS ARE EMBRACED AS ESSENTIAL PARTNERS IN THEIR CHILD'S EDUCATION**

Claremont College recognises that authentic involvement and partnership with our parents is a significant key for student learning and success in life. It is a school that recognises God's mandate to value the place of families, seeking to care for and support parents in the challenges and demands of raising children in the 21st Century.

## **AT CLAREMONT COLLEGE WE SEE A SCHOOL THAT IS CENTRED AROUND PEOPLE AND RELATIONSHIPS**

Claremont College is a school guided by Christian values and is inclusive of all, embracing and valuing cultural diversity. It is a school that welcomes all people. It meets the ever-growing demand to celebrate and empower students with disabilities and where support and care extends to their families.





### **AT CLAREMONT COLLEGE WE SEE A SCHOOL THAT IS ACTIVE IN RECONCILIATION, FAIRNESS, JUSTICE AND PROVISION FOR INDIGENOUS PEOPLE**

Claremont College is a school that cares deeply for its indigenous students and their families, implementing strategies and programs to see them flourish. It is a school that has developed authentic links for engaging with our local Aboriginal community, its people, place and heritage.

### **AT CLAREMONT COLLEGE WE SEE A SCHOOL OF INFLUENCE**

Claremont College is a school that is guided by strong Christian leadership and governance in its mission, presence and openness. Growing with and shaping its community, it is a school with a heart for serving others. It is financially accessible, reaching out and responding to the community. It addresses and works towards the resolution of community issues in partnership with others to develop a healthy society. The influence of Claremont College also extends beyond our local proximity to communities of educators and learners worldwide through its online presence and reputation.

### **AT CLAREMONT COLLEGE WE SEE A SCHOOL THAT SHARES ITS LEARNING**

Claremont College is sought out by people in the local community, nationwide and internationally to learn. It is a school that is grounded in research, providing the educational community with examples of evidence-based practice, ideas and innovation, shared with others for mutual professional growth and benefit. It is a school that is linked in its learning and research with local universities, contributing to the training of new teachers. It is generous in sharing its resources and learning with other schools. From this, strong relations and partnerships develop and prosper.

### **AT CLAREMONT COLLEGE WE SEE A SCHOOL THAT IS ATTRACTIVE AND IMPRESSIVE IN DESIGN AND AMENITY**

Claremont College is a school that draws people in because of its creative, functional and flexible architecture. It is sustainable in design and practice, a leader in environmental education and is built on the foundations of Christian stewardship, respect and responsibility.

### **AT CLAREMONT COLLEGE WE SEE A SCHOOL THAT CHALLENGES MINDSETS AND PRECONCEPTIONS**

Claremont College is a leader in innovative educational practice. It is a school that successfully provides learning spaces and facilities to equip children for success in the 21st Century. Claremont College is a school educating for the future, preparing students for beyond the classroom. It is a school that achieves superior academic results and provides exciting options for graduating students for their future learning and ultimately for their careers. It is a school that equips a new generation of Christian leaders and citizens, young men and women, who in all aspects of life will graduate from Claremont College, understanding themselves and their God given purpose which is found through faith in Christ. Claremont College students are confident. They will make a difference in the world and in the lives of others.

### **AT CLAREMONT COLLEGE WE SEE A SCHOOL THAT IS FILLED WITH CHILDREN OF ALL AGES WHO LOVE BEING AT SCHOOL**

Claremont College is child-focused, providing the many things that contribute to a happy childhood; learning, discovery, excitement, fun, creativity, colour, music, sport and games, drama, play, challenge, celebration, care and friendship, family, encouragement and affirmation, love for God and His world and embracing the fullness of life that is found in Jesus.







# MESSAGE FROM THE SCHOOL PRINCIPAL

In 2017 we celebrated 135 years of a Claremont College education. Guided by our Core Values, we also celebrated another remarkable year of achievements in student learning and growth and improvement across aspects of the operation of the school.

In 2017 we saw the ongoing improvement of a number of facilities including our Library and some of our outdoor spaces. Our classrooms and our co-teaching model continue to receive much recognition from the worldwide educational community. This year, we were especially delighted to win a significant 'Learning Environments Australia' award, receiving first place in NSW for our newly refurbished Kindergarten and Year 1 learning spaces. Our students and teachers are certainly blessed to be able to enjoy such wonderful classrooms each and every day.

Claremont College attracts the interest of educators and architects from across Australia and overseas, keen to learn about our innovative approaches to teaching and learning which are grounded in contemporary research and evidence-based practice, notably our own school-based Research Project (2016).

A number of Claremont staff have shared the 'Claremont Story' and presented the findings of our research at conferences across Australia, and also in March in California, USA and also in Singapore in November.

The school's refurbishment works, along with the published Research Project (2016), have certainly equipped Claremont College to move confidently into the future, positioning us as one of Australia's leading innovative and progressive Primary schools with excellent academic results to match.



This report clearly demonstrates that the 2017 academic year was a busy and productive one and outlines not only the many academic successes of Claremont College, but also provides you with an understanding of the value placed on our many curriculum, co-curricular, pastoral and management policies and procedures, and the importance placed on their ongoing improvement.

I am proud of my school community and love my school. Claremont College has served and impacted our local community for 135

years. As we move into the future, it is clear that the influence of this School reaches far beyond our local area, impacting the global educational community.

It is hoped that this Annual Report 2017, provides you with a broad picture of the life of Claremont College. Should you have any further questions please contact us.

**Mr Doug Thomas**  
**BA, DipEd, MEd (with merit), MACE**  
**Principal**



Further information about Claremont College can be found at  
**[www.claremont.nsw.edu.au](http://www.claremont.nsw.edu.au)** and **[www.myschool.edu.au](http://www.myschool.edu.au)**



<https://www.facebook.com/Claremont-College-Randwick-195495570561909/>



<https://twitter.com/ClaremontNSW>



<https://www.instagram.com/claremontcollege/>



<https://www.linkedin.com/company/claremontcollege/>



Because of the Lord's great love,  
we are not consumed, for His  
compassions never fail. They are  
new every morning; great is your  
faithfulness.

Lamentations 3: 22-23



FAITH



# STUDENT PERFORMANCE IN NATIONAL TESTS

The School's Years 3 and 5 NAPLAN (National Assessment Program – Literacy and Numeracy) results for 2017 are summarised below. The results are reported against a common set of benchmarks, enabling cross state comparisons. At a school level we value the data we receive from NAPLAN, because this not only confirms the areas, we as a school, are achieving strong results, we are also able to plan and program for individual and whole school growth as well.

## SELECTED DATA FROM OUR 2017 NAPLAN RESULTS

Provided is a list of our results compared to the results from similar schools (ie schools within the Association of Independent Schools), and compared to state averages. We are also able to provide you with the results from the Year 7 students (our Year 6 students from 2016), as we are able to track their results as well. This information is helpful for us as the NAPLAN tests are at the beginning of Term 2 each year, and therefore the results are mostly a reflection of the previous 2 years of learning at Claremont College.

The tables also provides the students in the top 2 bands for each part of the assessments, so that you see in most cases, where the majority of our students sit.

YEAR GROUP		YEAR 3			YEAR 5			YEAR 7		
RESULTS IN %		BAND 6	BAND 5	TOTAL	BAND 6	BAND 5	TOTAL	BAND 6	BAND 5	TOTAL
READING	CLAREMONT	50.0	23.5	73.5	38.8	28.6	67.4	45.0	30.0	75.0
	AIS	40.0	22.9	62.9	27.9	25.8	53.7	18.0	25.5	43.5
	STATE	29.2	21.8	51.0	18.4	21.3	39.7	11.8	18.8	30.6
WRITING	CLAREMONT	34.6	46.2	80.8	18.4	16.3	34.7	15.0	37.5	52.5
	AIS	23.4	43.3	66.7	8.2	17.6	25.8	8.5	22.5	31.0
	STATE	14.5	36.7	51.2	5.3	12.8	18.1	5.4	15.9	21.3
SPELLING	CLAREMONT	34.6	34.6	69.2	24.5	18.4	42.9	40.0	40.0	80.0
	AIS	36.7	26.6	62.9	23.3	24.0	43.3	19.0	33.1	52.1
	STATE	28.3	24.4	52.7	17.4	20.8	38.2	14.3	27.0	41.3
GRAMMAR & PUNCTUATION	CLAREMONT	50.0	32.7	82.7	32.7	18.4	51.1	42.5	32.5	75.0
	AIS	46.9	26.3	73.2	31.6	17.2	48.8	18.9	23.3	42.2
	STATE	35.8	26.2	62.0	21.8	14.4	36.2	12.8	17.3	30.1
NUMERACY	CLAREMONT	34.0	34.0	68.0	29.2	12.5	41.7	52.5	32.5	85.0
	AIS	32.9	22.7	55.6	20.0	25.5	45.5	25.5	25.5	50.0
	STATE	23.0	20.3	43.3	13.4	19.1	32.5	17.1	17.8	34.9

B = Band AIS = Association of Independent Schools

By summarising this data, Claremont College students out-perform the state averages in all of these assessment tasks, and out-perform the AIS averages in most of these assessment areas. As a school we carefully consider the results and look for areas for improvement as well as looking at areas we do well in to ensure we consolidate these results.

While these are once again encouraging, it is also important for us to understand the results on an individual basis so that NAPLAN does not become an end product of learning, but just one of many means to understand each child's learning journey. From NAPLAN and from any assessment task it is now more important to look at the where to next, than to look at the results and not use them as part of the process of ongoing learning.

We were very pleased with our School's overall results for 2017.

Performance on NAPLAN and further comparative data is documented on the My School website:  
<http://www.myschool.edu.au>



# TEACHER STANDARDS AND PROFESSIONAL LEARNING

## TEACHING STANDARDS

In 2017

<b>Teaching staff</b>	<b>26</b>
<b>Fulltime equivalent teaching staff</b>	<b>23</b>
CATEGORY	NUMBER OF TEACHERS
Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or	all teachers
Teachers who have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications, or	0
Teachers who do not have qualifications as described in (a) and (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context	0

## WORKFORCE COMPOSITION

Total teacher numbers are listed on the My School website – <http://www.myschool.edu.au>

## ACHIEVEMENTS

In 2017, a number of teachers worked towards higher levels of NESA accreditation.

## STAFF OVERVIEW

Claremont College employed 26 teachers in 2017. These teachers comprised the Principal, 2 Deputy Principals, 15 class teachers, a full time Teacher Librarian, 0.8FTE Head of Learning Support, 1.8 FTE Learning Support Teachers and a full time Music Teacher and Sport and PE Teacher. Part time specialist teachers employed included Mandarin (one day a week), Indonesian (two days a week), and a School Counsellor who is a registered psychologist (3 days a week). Our teachers were supported by a team of 8 Teaching and Learning Assistants (TLA's), including three teacher graduates who were employed as Intern Teachers.

In 2017, Claremont College employed 22 non-teaching staff with a full-time equivalent of 18.8. The makeup of these staff included; 5 administrative staff, a full-time ICT Manager, a full-time General Assistant, 2 bus drivers and one Canteen Coordinator.



# PROFESSIONAL LEARNING

SEE [HTTP://WWW.CLAREMONT.NSW.EDU.AU/  
PROFESSIONAL\\_LEARNING\\_OPPORTUNITIES.HTML](http://www.claremont.nsw.edu.au/professional_learning_opportunities.html)

All staff participate in Training and Professional Development at Claremont College.

In 2017 Professional Development at Claremont College can be summarised as follows;

- Curriculum
- Pedagogy (Teaching Practice)
- Pastoral
- Compliance

Whole Staff Professional Development Days across 2017 included and Executive Leadership Retreat, staff induction, Project Based Learning (presented by UTS Faculty of Education staff), 'What is our Claremont School Culture?' presented by the Principal, Co-Teaching presented by the Deputy Principal, Indigenous Student Education, Christian Education Perspectives and Spelling Mastery training.

Staff are encouraged to attend Professional Development outside the School, both in school time (where casuals need to be provided to cover classes) and out of school time. A sample of courses undertaken by staff during 2017 includes; Legal Seminars, Stage 3 and 4 Mathematics, The Moorambilla Choir and Camp, Australian History and Geography, James Nottingham 'Learning for Success', Leading School Improvement, Attachment and Psychopathology, and Teacher Accreditation support workshops.

Additional training and procedural review included a comprehensive Staff Induction Program, WHS policy updates, Risk Management, CPR Refresher Training, Child Protection Training including awareness of children at significant risk of harm and expectations related to the Claremont College Staff Code of Conduct.

Professional Learning at Claremont College in 2017 also included;

Opportunities for teachers to visit other schools have included our teacher-exchange/partnership with Stonefields Primary School in Auckland.

Staff and Principal presentations at a number of conferences including, ASCD Conference in California, 'Edutech' in Singapore, the Criterion Learning Space Design Conference in Sydney, and three members of staff spoke at the ACER 'Excellence in Professional Practice' Conference on the Gold Coast. The Principal spoke at leadership seminars and Mrs Ford, the Deputy Principal and staff also attended research symposiums and attended numerous professional association meetings.

Attendance at Professional Conferences remained a key priority in 2017 with staff attending a number of conferences including the AIS Primary Education Conference and the AIS Learning Support Conference, AIS Languages Conference, Autism Conference and 'Online Safety – On The Edge' which was a three day conference on e-Safety.

In 2017 Claremont College staff teams continued to benefit from participation in 'in-house' workshops which focused on team growth, the development of the Claremont College models of co-teaching, understanding learning intentions and professional learning classroom walkthroughs.

The School is committed to training new staff with attendance at support meetings for new scheme teachers as well as receiving 'in-house' coaching and mentoring.

The Principal and staff frequently engaged with educators from around NSW who visited Claremont College for leadership shadowing with the Principal and also educators from around the world for their professional learning.

Claremont College has a Professional Development budget in line with the College's priorities. The expenditure on professional learning in 2017 was \$76,842 which averages at **\$2,955 per teacher** (1.0FTE equivalent).

Staff ratings for participation and the achievement of Professional Development Days' outcomes was very high.









ACADEMIC



# STUDENT POPULATION PROFILE

The students attending Claremont College in 2017 numbered 379 with approximately equal numbers of boys and girls throughout the School. As it is a comprehensive school, the students are enrolled from a wide range of cultural, socio-economic and Indigenous backgrounds, including some children with language backgrounds other than English and a number with special needs. Further description of the student population can be found at <http://www.myschool.edu.au>

## STUDENT ATTENDANCE

Of those students, 96.3% attended school on average each school day in 2017. This was very similar to the daily attendance of previous years. The breakdown of attendance for each year level is as follows:\*

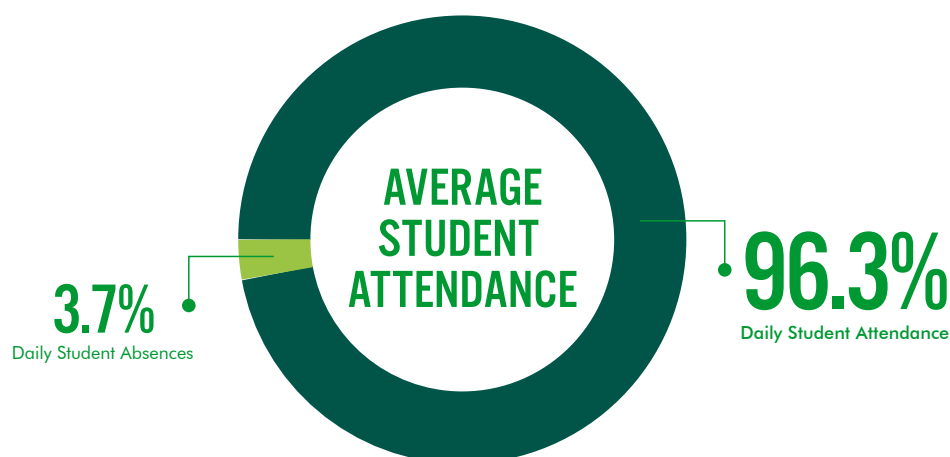
Kindergarten	96.5%
Year 1	96.7%
Year 2	97.3%
Year 3	95.5%
Year 4	96.7%
Year 5	95.6%
Year 6	95.6%

For whole school attendance rates, please refer to the school's data on the My School Website:  
<http://www.myschool.edu.au>

Students at Claremont College have high attendance rates. Children generally attend school daily with absences primarily due to illness, mostly during the winter months. Unexplained absences are extremely rare.

The School has clear procedures in place for managing non-attendance. Any non-attendance is required to be explained by letter from a parent. Whilst it is rare, parents are asked to attend an interview with the Principal, Deputy or School Welfare Team should support or an individual student plan be necessary.

\*Exemptions for leave are minimal and are included in the above figures.





# SCHOOL POLICIES & PROCEDURES

## ENROLMENT POLICY AND PROCEDURES

Claremont College is a comprehensive Anglican co-educational primary school (Kindergarten to Year 6) providing an education underpinned by Christian values and operating within the policies of the NSW Board of Studies. Applications will be processed in order of receipt, with consideration being given to the applicant's support for the ethos of the school, siblings already attending the school and other criteria determined by the school from time to time. Once enrolled, students (and their parents) are expected to support the school's ethos and comply with the conditions of enrolment in order to maintain the enrolment. Failure to meet financial obligations can lead to termination of the enrolment.

### 1. PROCEDURES

- 1.1 All applications are processed according to the school's enrolment policy.
- 1.2 Consideration is given to an applicant's responses at the interview with the Principal, regarding their ability and willingness to support the school's ethos.
- 1.3 Each student's educational needs are considered. To do this, information is gathered through consultation with the parents/family and other relevant persons and/or support agencies.
- 1.4 Strategies which may need to be put into place to accommodate the applicant, are identified, before a decision regarding the enrolment is made.
- 1.5 The applicant is informed of the outcome in the form of a Letter of Offer.

### 2. ENROLMENT GUIDELINES

The Principal, in consultation with the School Council (where this is deemed appropriate), ultimately has the right to make decisions regarding individual enrolment on a case by case basis, taking into account all factors which are considered in the best interest of the school as a whole. The following guidelines are taken into account;

#### Consideration may be given as follows:

- Siblings of current students will be given first priority
- Children of clergy or those in full-time Christian ministry, and in particular, those who have recently moved into the area
- Children from Anglican/Protestant families whose minister's reference indicates that the family is actively involved in the church
- Siblings of children in associated schools
- Siblings of ex-students and children of ex-students
- Special cases who are given priority at the Principal's and/or Council's discretion.

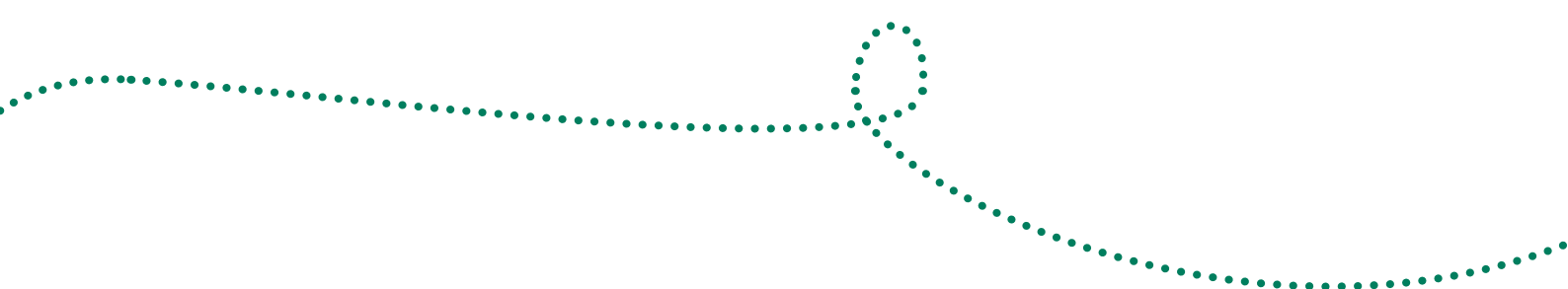
In all cases, the school's assessment of its ability to cater for the particular needs of the child will be considered.

When forming classes, consideration will be given to individual needs of students, in order to create, as far as possible, balanced groups.

### 3. ENROLMENT ON BEHALF OF STUDENTS WITH DISABILITIES

The Disability Standards for Education 2005 (Standards) apply to a school's dealings with all students with disabilities (i.e. those enrolled at the school even if they have not yet commenced) and also prospective students with disabilities (i.e. those for whom an approach has been made regarding admission). These guidelines are flexibly applied to suit the circumstances of each application, and provide a structure to help the school to comply with the Standards in the context of





the enrolment process for students with a disability as defined under the Disability Discrimination Act (DDA).

Claremont College treats students with disabilities on the same basis as students without disabilities. This generally means:

- Providing comparable choices/options so that the student with a disability can seek admission and apply for enrolment as well as being able to access and participate in courses/programs, and use of facilities/services
- Providing reasonable adjustments. This process includes;
  - consultation with parents/care-giver, the student, and possibly special education advice to support the enrolment process
  - assessment of adjustments and determining if an unjustifiable hardship is imposed on the school
  - provision of adjustments within a reasonable time

#### 4. NOTES

- 4.1 When a student transfers to another school within NSW, the parent provides a letter indicating the date that the student will be withdrawn and the student's destination. Where the destination of a student is unknown or unconfirmed, a Department of Education and Training officer with school liaison responsibility, will be notified of the student's name, age and last known address.
- 4.2 The requirements for 'Interstate Student Data Transfer' will be followed when a student transfers to an interstate school.
- 4.3 All care is taken to protect the privacy of the applying student and family in accordance with the school's privacy policy and the Privacy Act.

#### 5. ENROLMENT PROCESS

- Parents/Guardians enquire about enrolment at Claremont College
- Registrar sends enrolment information
- Parents/Guardians read 'Conditions of Enrolment' prior to completing the 'Application for Enrolment'
- Return completed and signed 'Application for Enrolment' along with 'Application Fee' and documentation as required by the school
- College confirms receipt of application and enrolment fee in writing
- Child is placed on a list of prospective students
- College undertakes pre-enrolment interviews for available vacancies
- Parents/Guardians are informed of the enrolment outcome, following interview, in writing
- Should the 'Enrolment Application' be successful, parents/guardians will be sent a letter of offer
- Parents/Guardians accept or decline offer in writing
- Acceptance Fee is paid with acceptance offer
- Enrolment confirmed, in writing, by Claremont College upon receipt of Acceptance Fee.

#### 6. REVIEW

The Enrolment Policy, in this form was developed in 2007 and reviewed in 2011, 2012 and 2015.



# SCHOOL POLICIES

## POLICIES FOR STUDENT WELFARE

Claremont College seeks to provide a safe and supportive environment which minimises risk of harm and ensures students feel secure and supports the physical, social, academic, spiritual and emotional development of students. The School provides student welfare policies and programs that develop a sense of self-worth and foster personal development. To ensure that all aspects of the School's mission for providing for a student's welfare are implemented the following policies and procedures are in place:

POLICY	MOST RECENT CHANGES	ACCESS TO FULL TEXT
<b>Student Care Policy encompassing</b> <ul style="list-style-type: none"> <li>→ Bullying Prevention and Intervention</li> <li>→ Student Leadership Policy</li> </ul>	<p>Student Care Policies and systems revised in 2017</p> <p>Anti-bullying Policy revised and published in 2017</p> <p>Student Leadership Policy revised and published in 2017</p>	<p>Full text held on School Policy Portal 'Compli-Space'.</p> <p>Hardcopies available on request.</p> <p>School expectations are reiterated from time to time in newsletters</p> <p>Anti-Bullying Policy distributed to parents and available on the School website.</p>
<b>Discipline Policy</b>	<p>Discipline Policy revised in 2017</p>	<p>Full text held on School Policy Portal 'Compli-Space'.</p> <p>Hardcopies available on request.</p> <p>School discipline expectations are reiterated from time to time in newsletters</p>
<b>Child Protection Policy encompassing</b> <ul style="list-style-type: none"> <li>→ definitions and concepts</li> <li>→ legislative requirements</li> <li>→ preventative strategies</li> <li>→ reporting and investigating "reportable conduct"</li> <li>→ grooming</li> <li>→ investigation processes</li> <li>→ documentation</li> </ul>	<p>Revised annually</p> <p>Full staff training on Child Protection including all administration, support and tutors for extra subjects, conducted annually.</p>	<p>Full text held on School Policy Portal 'Compli-Space'.</p> <p>Child Protection Suite of Policies available on the School website.</p>
<b>Code of Conduct for the Care and Protection of Children</b> <ul style="list-style-type: none"> <li>→ Code of conduct for staff and students</li> </ul>	<p>Annually revised and discussed with staff at the commencement of the school year, at Induction training and orientation for new staff at point of employment, and at compulsory Annual Child Protection training.</p>	<p>Full text held on School Policy Portal 'Compli-Space'.</p>



POLICY	MOST RECENT CHANGES	ACCESS TO FULL TEXT
<b>Staff Handbook</b> → Staff Induction Policy and Procedures → School Handbook	Annually revised and discussed with staff at the commencement of the school year, and at Induction training and orientation for new staff at point of employment.	Issued to all staff.
<b>Supervision Policy encompassing</b> → duty of care and risk management → levels of supervision for on-site and off-site activities → guidelines for supervisors	Revised in March 2017	Full text held on School Policy Portal 'Compli-Space'. Hardcopy available on request.
<b>Security and Visitors Policy</b> → Including measures implemented; → the safety and well-being of students, → premises and buildings → use of grounds and facilities	Revised in March 2017	Full text held on School Policy Portal 'Compli-Space'. Hardcopy available on request.
<b>Workplace Health and Safety Policy</b> <b>First Aid and Medication Policy</b> <b>Sun Protection Policy</b> <b>Emergency Evacuation Policy</b> <b>Lockdown Procedures</b> <b>Serious Incident Management Plan</b>	WHS procedures updated and enhanced annually. Staff communication and consultation arrangements reviewed annually. First Aid and medication procedures enhanced and implemented annually according to student medical needs. Emergency Evacuation and Lockdown procedures reviewed annually Serious Incident Management Plan revised annually in line with new staff roles.	Full text held on School Policy Portal 'Compli-Space'. Hardcopy available on request.
<b>Complaints and grievances resolution</b> → The policy uses as appropriate, procedural fairness in dealing with complaints and grievances and includes processes for raising and responding to matters of concern identified by parents and/or students. These processes incorporate how parents raise complaints and grievances and how the school will respond.	Revised in 2017 Parenting evenings to communicate school approaches and various ways in which parents can assist their children.	Full text held on School Policy Portal 'Compli-Space'. Hardcopy available on request.



POLICY	MOST RECENT CHANGES	ACCESS TO FULL TEXT
<b>OOSH Policies and Procedures</b>	Created June 2012 and no longer used from Jan 2014 due to OOSH external provider.	
<b>Discrimination, Harassment and Bullying Statement for Employees, Contractors and Volunteers</b>	First produced May 2011, revised April 2013 in line with changes to legislation. Also see Staff Code of Conduct	Full text held on School Policy Portal 'Compli-Space'. Hardcopy available on request.

## BULLYING PREVENTION AND INTERVENTION POLICY

Claremont college recognises its duty to students to provide a safe and positive learning environment where individual differences and diversity within the school are respected and accepted. Bullying is not tolerated at Claremont College.

It is our policy that:

- Bullying is managed through a whole school community approach involving students, staff and parents/carers
- Bullying prevention strategies be implemented within the school on a continuous basis with a focus on teaching age-appropriate skills and strategies to empower staff, students and parents/carers to recognise bullying and respond appropriately
- Bullying response strategies be tailored to the circumstances of each incident
- Staff act as positive role models emphasising our no-bullying culture
- Bullying prevention and intervention strategies are reviewed against best practice

### A DEFINITION OF BULLYING

Bullying is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing

their power over one or more persons. Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert).

### BULLYING HAS THREE MAIN FEATURES:

- It involves a misuse of power in a relationship
- It involves behaviours that can cause harm
- It is ongoing and repeated

### BULLYING CAN TAKE MANY FORMS INCLUDING:

#### PHYSICAL BULLYING

This involves physical actions such as hitting, pushing, obstructing or intimidation. Damaging, stealing or hiding personal belongings is also a form of physical bullying.

#### PSYCHOLOGICAL BULLYING

This is when words or actions are used to cause psychological harm. Examples of psychological bullying include name calling, teasing or making fun of someone because of their actions, appearance, physical characteristics or cultural background.

#### INDIRECT BULLYING

This is when deliberate acts of exclusion or spreading of untrue stories are used to hurt or intimidate.

#### CYBER BULLYING

This is the ongoing abuse of power to threaten or harm another person using technology. Cyber bullying can occur in chat rooms, on social networking sites, through emails or on mobile phones.





This policy provides information regarding;

- Claremont College's philosophy
- a definition of bullying
- what bullying is not
- signs of bullying
- bullying prevention strategies
- reporting bullying
- responding to bullying
- our shared responsibility

The full text of this policy is issued to staff as part of the School Policy Documentation. This policy can be accessed by contacting the School office.

### POLICY REVISION

This policy was first created in this form February 2007 and reviewed over a number of years. A policy revision commenced in 2015 with parent, student and staff consultation, with the new policy published early in 2017.

## COMPLAINTS AND GRIEVANCES RESOLUTION POLICY

The School operates under the document 'Guidelines for addressing complaints' (Revised 2017) and is supported by a policy adopted by the Anglican Schools Corporation for dealing with complaints and grievances (ASC Complaints Handling Policy, 2016). These policies include processes for raising and responding to matters of concern identified by staff, parents and/or students.

Parents are encouraged to contact the School immediately should they raise a concern, and this is best done in writing. The School will respond as appropriate, guided by principles of procedural fairness.

The full text of these documents may be accessed by contacting the school office or the office of the Anglican Schools Corporation.

## STUDENT DISCIPLINE POLICY

The disciplinary procedures at Claremont College are based on procedures of procedural fairness.

A high standard of behaviour is expected of all children whether in the classroom, in the playground or travelling to or from school, and standards of uniform must be met at all times.

The School aims to provide consistency in order to assist children to meet expectations and parental support is sought in maintaining the standards set.

The observance of School rules and common courtesies, and the development of self-discipline and respect of others are of prime importance.

Emphasis is placed upon the importance of praise, rewards, encouragement and the reinforcement of good behaviour. Whilst the School's emphasis is on positive reinforcement, appropriate strategies are in place for dealing with unacceptable behaviour. Where disciplinary action is required, penalties imposed vary according to the nature of the breach of discipline and a student's prior behaviour. All disciplinary actions that may result in any sanction against the student are based on processes of procedural fairness. Parents are involved in the processes of procedural fairness, when sanctions result in suspension and expulsion. Disciplinary actions do not include exclusion.

The School expressly prohibits corporal punishment and does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the School.

The full text of the School's Discipline Policy and associated procedures is issued to staff as part of the School Policy Documentation. This policy can be accessed by contacting the School office.

Strategies and expectations of staff and students are reviewed with general principles of student discipline being reinforced on a regular basis.

The Discipline Policy was revised in March 2012 and was revised again in 2017.









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**IN 2017 WE CELEBRATED  
THE OPENING OF OUR  
BEAUTIFUL NEW LIBRARY.**



# SCHOOL-DETERMINED IMPROVEMENT TARGETS

## ACHIEVEMENT OF KEY PRIORITIES IDENTIFIED FOR 2017

### FOSTERING A CULTURE OF LEARNING ACROSS THE SCHOOL

- Making student learning more visible through learner dispositions, 'pit thinking', learning intentions and success criteria (ongoing into 2018)
- Revising our policy and procedures for Learning Support to be fully integrated (achieved in 2017)
- Develop a 'language of learning' and merit certificate feedback aligned to Claremont College Core Values (ongoing into 2018)
- Through professional learning, investigate and develop opportunities for K-6 Project Based Learning (PBL) (ongoing into 2018)

### ICT AT CLAREMONT COLLEGE

- Implement a 1:1 Student iPad Program (achieved in 2017)
- Improve internet speed (ongoing into 2018)

### MAINTAINING A CULTURE OF SAFETY AT CLAREMONT COLLEGE

- Review student well-being policies with particular focus on anti-bullying (achieved in 2017)
- Revised programs including social skills, cyber-safety and student leadership (ongoing into 2018)
- Enhancement of WHS procedures and systems across Claremont College (ongoing into 2018)

### CREATING GLOBAL LINKS TO FOSTER IN STUDENTS GLOBAL AND DIGITAL CITIZENSHIP

- Develop relationship with international schools such as Stonefields Primary School in Auckland, Design Campus 39 and High Tech High Elementary in San Diego. (achieved in 2017)

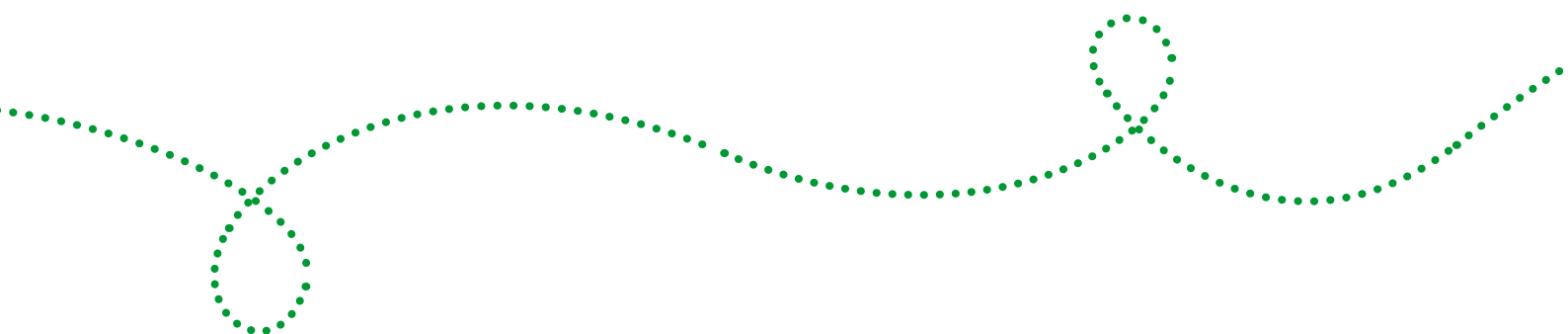
### ENSURING THE PROFESSIONAL GROWTH OF OUR TEACHERS

- Further development of the co-teaching model with focus placed on 'Best Practice at Claremont'. (ongoing into 2018)
- Creating a culture of improvement through the AIS Embedding Excellence Grant – focus on Staff-Wellbeing as a new pillar of improvement (achieved in 2017)
- Develop effective and sustainable 'in-house' professional learning and NESA Accreditation as a course provider (ongoing into 2018)

### REVIEWING AND DEVELOPING THE LEARNING SUPPORT (INCLUDING GIFTED AND TALENTED) SYSTEMS AND STRUCTURES

- Employment of additional full-time Learning Support Teacher (achieved in 2017)
- Enhance Differentiation within Co-Teaching at Claremont College (ongoing into 2018)





- Develop further opportunities for student voice (ongoing into 2018)
- Track Kindergarten 'Set for School' assessment data across Year One and beyond (ongoing into 2018)
- Link student strengths and interests to Year 5 and 6 Student Leadership Programs (ongoing into 2018)

#### **CONTRIBUTING TO THE PROFESSIONAL LEARNING OF THE WIDER EDUCATIONAL COMMUNITY**

- Claremont College staff presenting at conferences and professional development (ongoing into 2018)
- Educators visiting Claremont through the Professional Learning at Claremont (ongoing into 2018)
- Further publish and promote the findings of the 2016 Research Project (achieved in 2017)

#### **ENHANCING THE AESTHETIC AND FUNCTIONALITY OF SPACES**

- Stage 8 of Refurbishment Project including the Library, under-croft play area fitness studio and other outdoor areas (achieved in 2017)

#### **CELEBRATE, VALUE AND APPRECIATE THE DIVERSE CULTURAL BACKGROUNDS OF STUDENTS**

- Developing a Claremont Aboriginal and Torres Strait Islander Framework and Reconciliation Action Plan (ongoing into 2018)
- Consultation with indigenous parents to draft the Claremont RAP (ongoing into 2018)
- RAP to be published (not achieved in 2017 but anticipated in 2018)
- Promote Claremont College family stories to promote identity and belonging





## AREAS FOR IMPROVEMENT IDENTIFIED FOR 2018

### STUDENT LEARNING

- Further development of the co-teaching model with focus placed on 'Best Practice at Claremont'.
- Development of staff pedagogy in areas of feedback, challenging learning through use of pit-learning, and solo taxonomy
- Introduce compulsory Year 3 Music Program
- Introduce Japanese for Kindergarten and Year 1
- Project Based Learning opportunities in History (K-6)
- Improve communication to parents in relation to student learning

### ICT AT CLAREMONT COLLEGE

- Launch new Claremont College website and increase our on-line and social media presence
- Align on-line Library to new website and Library refurbishment

### MAINTAINING A CULTURE OF SAFETY AND CARE AT CLAREMONT COLLEGE

- Implement and develop the notion of a culture of Child Safety
- Review student well-being policies with particular focus on discipline and school-wide behaviour management
- Revised social skills and e-safety programs
- Enhancement of WHS procedures and systems across Claremont College

- Develop and evaluate initiatives to promote positive staff well-being
- Develop greater opportunities for fathers to be involved in the life of the School

### CREATING GLOBAL LINKS TO FOSTER IN STUDENTS GLOBAL AND DIGITAL CITIZENSHIP

- Ongoing links with Stonefields School, Auckland New Zealand

### ENSURING THE PROFESSIONAL GROWTH OF OUR TEACHERS

- Develop a grade (K-6) team culture
- Develop staff 'middle leadership'
- Develop a 'strengths based' culture through 'Gallup Strength Finder'
- Develop effective and sustainable 'in-house' professional learning and NESA Accreditation as a course provider

### REVIEWING AND DEVELOPING THE LEARNING SUPPORT (INCLUDING GIFTED AND TALENTED) SYSTEMS AND STRUCTURES

- Enhance Differentiation within Co-Teaching at Claremont College
- Develop further opportunities for student voice
- Link student strengths and interests to Year 5 and 6 Student Leadership Programs and other personalised learning opportunities





#### **CONTRIBUTING TO THE PROFESSIONAL LEARNING OF THE WIDER EDUCATIONAL COMMUNITY**

- Claremont College staff presenting at conferences and professional development
- Educators visiting Claremont through the Professional Learning at Claremont

#### **ENHANCING THE AESTHETIC AND FUNCTIONALITY OF SPACES**

- Refurbish student and staff bathrooms and toilet facilities
- Refurbish staffroom and staff amenities
- Plan for 2019 Capital Works projects (classroom expansion) and creation of a Student Maker Space.

#### **CELEBRATE, VALUE AND APPRECIATE THE DIVERSE CULTURAL BACKGROUNDS OF STUDENTS**

- Reconciliation Action Plan to be published



# INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

CLAREMONT COLLEGE WANTS ALL STUDENTS TO RECOGNISE THAT THEY ARE VALUED AND IMPORTANT MEMBERS OF THE SCHOOL, THE COMMUNITY AND SOCIETY IN GENERAL. FURTHER TO THIS, IT IS OUR AIM TO ENSURE THAT STUDENTS UNDERSTAND THAT THEY ARE LOVED BY GOD AND ARE PRECIOUS IN HIS SIGHT. THE SCHOOL WORKS HARD TO ENCOURAGE THE DEVELOPMENT OF SELF-ESTEEM IN ALL STUDENTS AND THIS IS FOSTERED IN ALL AREAS OF SCHOOL LIFE, IN THE CURRICULUM WHICH ENCOMPASSES VALUES EDUCATION AND IN OUR STUDENT CARE PROGRAMS.

Claremont College wants all students to recognise that they are valued and important members of the School, the community and society in general. Further to this, it is our aim to ensure that students understand that they are loved by God and are precious in his sight. The School works hard to encourage the development of self-esteem in all students and this is fostered in all areas of School life, in the curriculum which encompasses Values Education and in our Student Care programs.

Our Peer Support program in 2017 aimed to develop student awareness of practical ways they can care for others, through our 'Love your Neighbour' Unit.

This opportunity provided the Year 5 and 6 student leaders to assist the younger students to explore their individual talents and to use these to help others, show kindness, and demonstrate responsibility for caring for people who are in need.

In 2017 our Chapel, Personal Development, Protective Behaviour (child protection) lessons and Social Skills

Programs were delivered across all grades. The Year 5 'Nanny and Poppy Buddy Program' continued and was a particular highlight not just for the students but also for the elderly residents and staff at the Anglicare 'Dorothy Boyt House' Nursing Home at Little Bay.

Care, compassion and responsibility for others were highlights. The children and parents generously supported a number of charities during 2017 including the Fairy Garden at the Sydney Children's Hospital, Anglican Aid, and the sponsorship of a number of children through Compassion, World Vision, the Smith Family and in Kotdwara in India. In addition to this, many students supported numerous other charities by developing personalised projects and initiatives based on their Geography Project Based Learning unit of work.

Claremont College continued to promote its sustainability initiatives promoting care and responsibility for the world and environment.





COMMUNITY





# PARENT, STUDENT AND TEACHER SATISFACTION

Parent involvement is valued and encouraged at Claremont College. The School achieves this in a variety of ways including involvement in maths and writing groups in Kindergarten, presentations to students given by parents, assistance with reading, providing help at sporting carnivals and on excursions, attending Parent Information Evenings and assisting with fundraising events and community service initiatives. Parents regularly attend Student Learning Festivals, Music Recital evenings and Project Based Learning Showcases.

At the Parent Information Evening held in February, parents met with class teachers and were also provided with an overview of the Principal's "Vision for 2017".

In 2017, Claremont College promoted its partnership with parents through parenting evenings that focused on both parenting and curriculum information sessions.. A focus of the year was the introduction of the 'Fathering Project' [www.thefatheringproject.org](http://www.thefatheringproject.org) and this was very well received, especially the biennial Dad's and Kids' Camp for 2017 which was well attended and booked to capacity.

The work of the School Counsellor is an integral aspect of the life of the College. In 2017, the School Counselling team included a qualified psychologist who is employed 3 days a week as a School Counsellor. The School also benefited from Federal Government funding received through the 'National Chaplaincy Program' providing opportunity for a pastoral support role for students and staff, one day a week.

Parents provide significant feedback regarding their value of the support and care that both they and their children receive. Our School Counsellor is available to discuss any concerns parents may have regarding their child's welfare and happiness at School. This proactive approach has been successful in dealing with issues

and ensuring student welfare. The School Counsellor works in partnership with the Deputy Principals and classroom teachers to deliver a Social Skills (K-6) Program. This is planned and evaluated annually, based on certain needs presented by individual students and the collective social and wellbeing issues presented by each grade cohort.

Positive comments (both verbal and written) are frequently received from parents, ex-students and also staff in local secondary schools, regarding the thorough preparation which has been provided throughout their primary schooling. Informal feedback from parents, particularly in regard to the hard work of the staff and the level of care and concern provided throughout our students primary both on a day to day basis and through established student care programs, is encouraging to receive. Where specific and separate concerns are raised by parents, these are dealt with and resolved in line with the School's Grievance Policies and Procedures. A Complaints and Grievance Register is kept by the School.

Claremont College is committed to listening to the views and expectations from key stakeholders and commissions independent parent and student surveys to provide performance feedback on a wide range of related education topics. The feedback from these surveys greatly assists the College with its operational and strategic planning and its determination to continually improve the value proposition and educational experience offered to the students. As part of the College's continuous review and improvement process, the Principal commissions annual Year 6 parent and student satisfaction reviews, covering most key aspects of education and their school experience. The feedback from these surveys greatly assists the College with both its operational and strategic planning and its determination to continually improve the educational experience offered to the students.





## PARENT & STUDENT VIEWS

Claremont College is committed to listening to the views and expectations from key stakeholders and commissions independent surveys to provide performance feedback on a wide range of related education topics.

The feedback from these surveys greatly assists the College with both its operational and strategic planning and its determination to continually improve the educational experience offered to the students.

In 2017, 95 parents from Kindergarten, Years 3 & 6 and 50 students from Year 6 participated in surveys and provided views on such areas as academic performance, pastoral care, Christian education, co-curricular, extra-curricular, sport, communications, reputation and facilities.

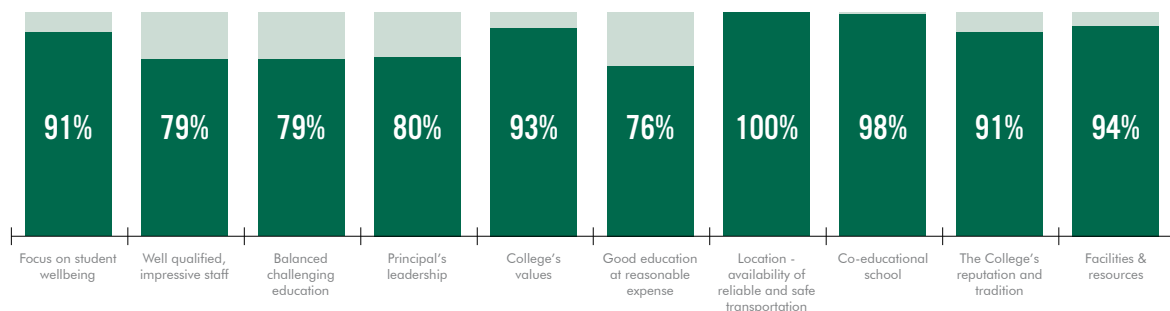
A selection of the parent top level findings are detailed

below, ranked in order of the importance parents placed on reasons for choosing a school for their child.

In relation to the top five areas parents noted as most important, expectations met/exceeded are:

- 91% of parents' expectations were met or exceeded in relation to the focus on student wellbeing
- 79% of parents' expectations were met or exceeded in relation to well qualified, impressive staff
- 78% of parents' expectations were met or exceeded in relation to a balanced challenging education
- 80% of parents' expectations were met or exceeded in relation to the Principal's leadership
- 93% of parents' expectations were met or exceeded in relation to the College's values

### 2017 CLAREMONT K/3/6 PARENTS - EXPECTATIONS MET/EXCEEDED - TOP 10 (N=95)



PERCENT EXPECTATIONS MET/EXCEEDED









HERITAGE



# PARENT QUOTES ON WHAT THEY VALUE ABOUT CLAREMONT COLLEGE

*That my children have been protected to some extent from the 'ways of the world' - they have been raised in an innocent, Christian environment, and have been allowed to be children.*

*That is produces good students that are well prepared for high school.*

*Strong community within the school - great parents across the grade that have common values and are focused on nurturing happy, inspired learners.*

*Sense of community and developing our child's education including well being and social interactions.*

*It provides a caring environment and I can trust that my child is safe and generally happy here.*

*The community, warmth, high standards of learning, pride in the school and uniform (self), the standard with any performances (singing, dancing, events at the school - it is world class and makes any parent so proud), the*

*reputation, the staff and teachers are so loving and kind, and are A class too, and of course our principal - who the kids get lessons in empathy, being good leaders, kind, and not focusing on material possessions, but looking at the world around them more and appreciating that!*

*Above all else we value the Christian underpinnings of the school and the way in which our family values are upheld in all aspects of daily life at the school. Thank you for providing such a place for our children to grow and learn.*

*Friendships with families and staff. Invitations to be involved. Christian education. Excellent forward thinking teaching. Love, care and nurture from staff. High quality in all it does.*

*The warmth and friendliness of the staff in the front office. They are such lovely ladies - if only the school's academic standards had remained as constant and dependable.*



# YEAR 6 STUDENT QUOTES ON WHAT THEY VALUE ABOUT CLAREMONT COLLEGE

*The learning environment and the surrounding.*

*Making the most amazing friends.*

*I loved all the Christian values and how much they were influenced.*

*The strong bonds I have made with some of the other students.*

*That everyday is magical and more I learn I want to take on the world someday.*

*That you have teachers and staff members that you can depend on and that my time was so enjoyable with challenges and new learning experiences.*

*I value probably my friends and the teachers at Claremont. They have helped me over some so many obstacles and they have helped me with my learning to.*

*Also I enjoy all the sporting activities and all of the extra activities.*

*Learning about God in Chapel every Friday.*

*I value the awesome activities, that give you the chance to get involved and have fun!*

*I mostly value the many experiences for a child to enhance in at Claremont willingly.*



# P&F PRESIDENT'S REPORT

(PRESENTED AT SPEECH DAY 2017)

## THE P&F HAS ENJOYED ANOTHER FABULOUS YEAR IN 2017. 3 CHEERS FOR CLAREMONT!

The first cheer is for our school – thankyou to Mr Thomas and all the teaching staff who supported 10 P&F events this year in making each of them an absolute success.

The second cheer is for our parents, friends and students of the school who come to these events or have volunteered their time towards making our P&F events memorable each year.

..and the third cheer is for P&F Executive team, Grade Reps and parent volunteers, where no event is too big or too small and always give their 100% to ensure that each event is successful for the school.

We are so blessed to have such an amazing school community where your generosity and participation help us raise money for the school to support a number of key projects. In 2017, the P&F raised \$59,000 which is a stellar effort allowing the P&F to be in a position to fund all the projects we agreed with the school at the beginning of the year. These include:

1. Resources for our new library
2. Caring for teacher initiatives
3. The Farm Yard
4. The Fathering Project
5. Sydney Childrens' Hospital ' Fairy Sparkle'.

The Trivia Night was our major fundraising event for 2017 and it didn't disappoint raising just over \$20,000 for our school. This was an amazing effort by our Year 3 Grade Reps and parents who organised the event and volunteered to make this night so successful, and we thank them.

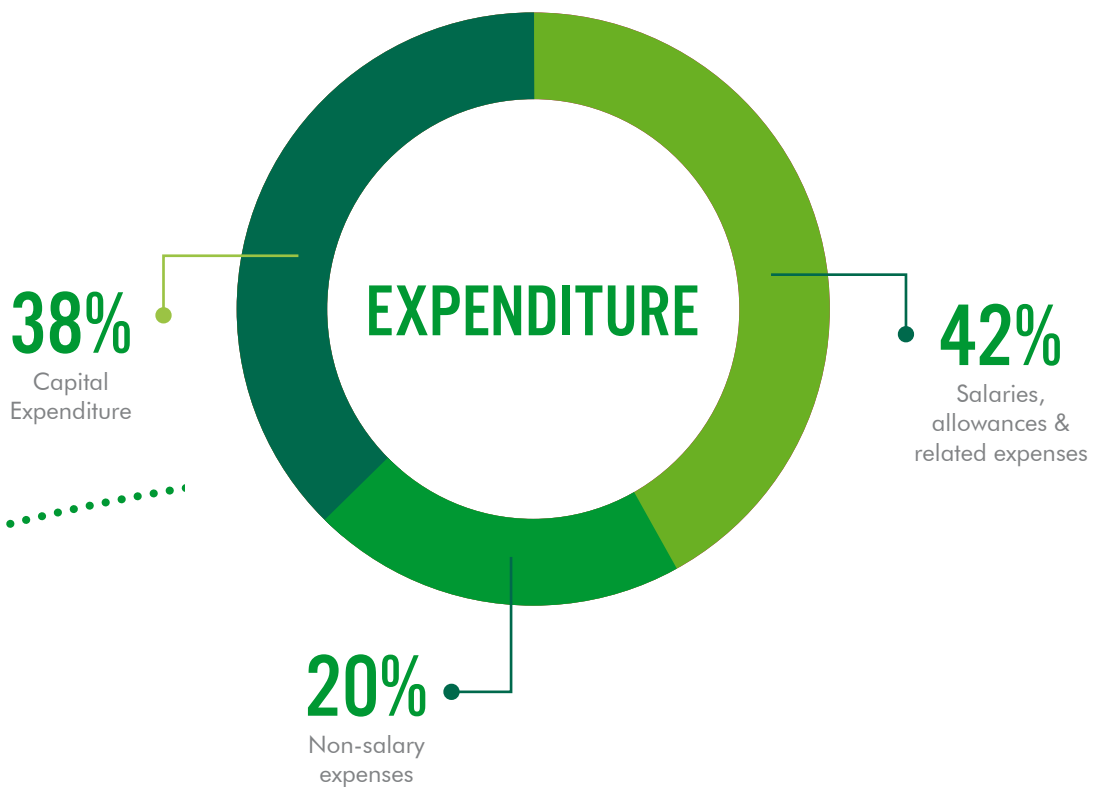
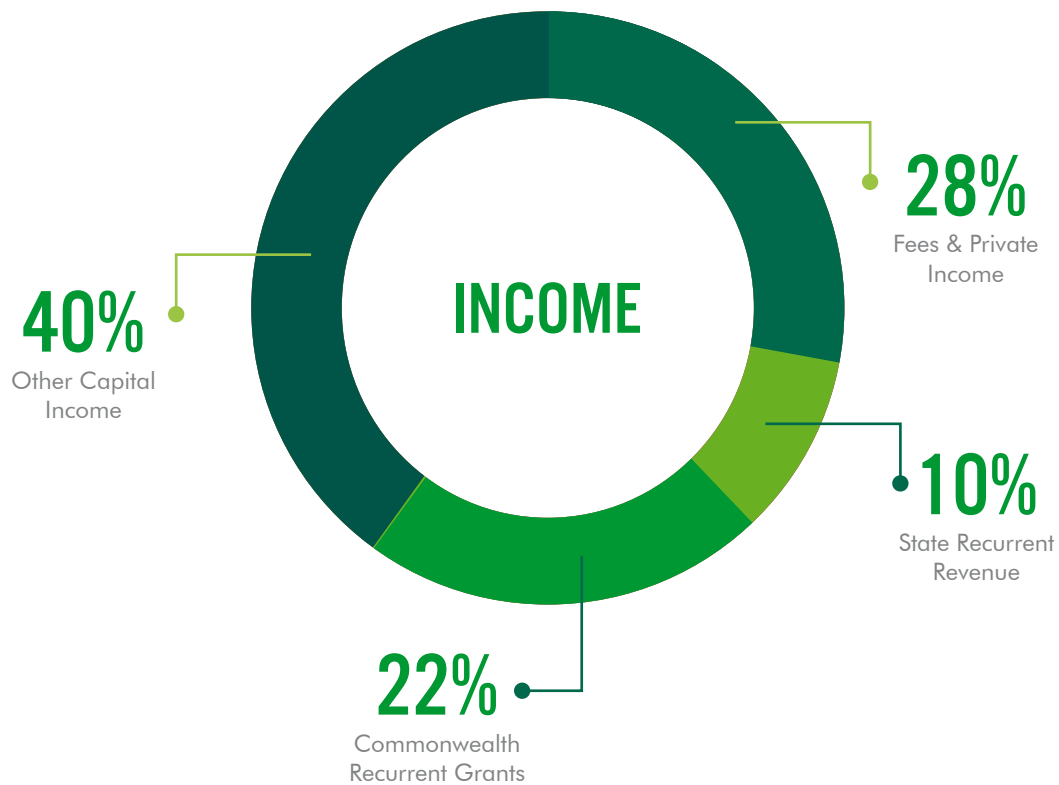
As we wrap up another year, we say farewell to our Treasurer who over the past 3 years has introduced new efficiencies in the way we run our events. Her contribution at every event has been appreciated and we thank her for all her hard work. Thankyou for all your support and we wish you all the best.

Finally, I would like to congratulate the newly appointed Executive team and Grade Reps for 2018 and I look forward to another fun-filled year ahead.

**Lisa Stamatelatos**  
**P&F President**



# SUMMARY FINANCIAL INFORMATION FOR 2017







# INSPIRED FOR LIFE

## CLAREMONT COLLEGE

30 Coogee Bay Road, Randwick NSW 2031

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[www.sasc.nsw.edu.au](http://www.sasc.nsw.edu.au)