



# 15

CLAREMONT COLLEGE

## **ANNUAL REPORT**

*INSPIRED FOR LIFE*

# OUR CORE VALUES

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

BUILDING A PLACE OF  
EXCELLENCE WITH FIRM  
*ACADEMIC FOUNDATIONS*

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

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

HONOURING THE RICH  
HISTORY AND *HERITAGE*  
OF CLAREMONT COLLEGE

HAVING *FAITH IN CHRIST*  
AND FOLLOWING HIS  
WORD IN OUR LIVES

# 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 and inclusive 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. 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.

Providing firm foundations for life and learning is a very important aspect of the School. In 2015 we once again celebrated the outstanding results of our students, whose academic results in NAPLAN positioned Claremont College as one of Australia's highest ranked co-educational Independent 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.

The year saw the ongoing refurbishment of a number of facilities including our Clondarra Music Centre. Our learning spaces and our co-teaching model continue to receive much recognition from the wider educational community. 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. These works 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 the academic results to match.

This report clearly demonstrates that the 2015 academic year was a busy and productive one and outlines not only the many academic successes of Claremont College, but also provides you with a better 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.

It is hoped that this Annual Report 2015, provides you with a broad picture of the life of Claremont College. Should you have any further questions please contact the School on 9399 3217.

## INSPIRED

FOR LIFE

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)

# MESSAGE FROM THE CHAIRMAN OF COUNCIL

**(Presented at the Annual Speech Day,  
December 2015)**

I would like to share with you three aspects of Claremont College that have greatly impressed me during the past year.

1. The **innovative learning spaces**. My eldest son was in the first co-teaching year for Year 6. When I saw the new classrooms they were so different, so innovative, so alien to the classrooms I had learnt in, and consequently so apparently relaxed, that I asked him whether as part of the new set up the teachers also served the students milkshakes and popcorn! He assured me 'No!' and in time I came to see the value of co-teaching in these ultra-modern learning spaces. Now, each time I walk through the School I come away thinking, 'what an opportunity' for kids to learn in such environments.

Other educators **share that opinion**. Almost weekly, Claremont College hosts visitors from schools around our wonderful country, and from overseas. These educators are interested in how we have managed the huge physical and cultural changes from the traditional classroom set up.

And it's not only educators who see the value of this model. Architects, interior designers and planners all connected with designing schools, awarded your School the "The People's Choice Award" at this year's International Conference for Educational Facility Planners - 1st out of 89 projects evaluated!

2. I am always impressed by the **enthusiastic staff**. They obviously love working at Claremont College. There's a friendly welcome at reception. The teaching staff extend an outstretched hand and a big smile to touring educators. And they are ready to talk about

how the innovative learning spaces work out in practice. They're neither intimidated by searching questions nor afraid to speak of the challenges. The reports we get after such visits are always glowing. It's no surprise then that an increasing number of staff are making external presentations to educational bodies, sharing the knowledge gained at Claremont College.

Yet, it's not simply cutting edge learning spaces and articulate and enthusiastic teachers that are impressive. It is also the **educational outcomes** of the students. This is the third aspect of our School that has greatly impressed me this year.

3. Although Claremont College had the dubious distinction of being the only school among 9000 in Australia that had our NAPLAN tests mislaid and so had to be taken again, when the results finally came in there was notable and pleasing improvement across the School, helped no doubt by three months extra education.

Speaking of the 9000 schools across the country of which 6300 are Primary Schools, The Australian newspaper's list of the **Top 100 Primary schools of 2015** (based on NAPLAN results) ranked your School, Claremont at 53 (i.e. 53 out of 6,300). Commented MMG the company that surveys many different private schools, "Congratulations on the excellent result in the Australian Top 100 ranking.... (we) noticed a number of very well known (large) schools that did make the cut. It is a great example of the **value proposition** that Claremont offers, especially if you also consider the fees in a number of the top 100 schools."

An outstanding achievement and accolade - yet not one that allows us to say that we have "arrived." That's why early in 2016 our Principal, Mr Thomas, will release a new Strategic Plan. We pray that it will further







# MESSAGE FROM THE SCHOOL PRINCIPAL

**(Presented at the Annual Speech Day,  
December, 2015)**

When 2015 began, God placed three words on my heart. These three words have guided and influenced me across the year. They are three words that I shared with the Leadership Team on our very first planning meeting together way back in January, then with the staff on our first day together, and with the children in Chapel. I even shared them with the hundreds of parents who attended our first Parent Information Night in February, and then in the newsletter and again more recently at the P&F Christmas Evening.

They are three words that could be argued to be the three most powerful and important words that people need to know and understand in this day and age. When the tragedy at Martin Place occurred just before Christmas last year, I was all the more convinced that these were the words we all needed to hear and to hold on to. I chose them because I was challenged to think of these words as being the glue, drivers for our School community across 2015. So important are these words that they became a wonderful piece of artwork which we have displayed across the School.

Do you know what these words are? Just three words, that pack a punch.

# FAITH, HOPE, LOVE

They come from the Bible in 1 Corinthians 13.

Faith in Christ. Hope in God's promises, hope in times of trouble and uncertainty, which is certainly a message for our present time. ...and love. The pure and perfect love that comes from God Himself. The verse in Corinthians puts it like this;

**"AND NOW THESE THREE THINGS  
REMAIN, FAITH, HOPE, LOVE, BUT  
THE GREATEST OF THESE IS LOVE."**

Sadly, I feel that love is a word that schools don't necessarily use much very often.

The Bible also tells us that God is love. It depends on the translation but my Google research tells me that the word love is found; 310 times in the King James Version and 551 times in the NIV. We know that God's love is huge. God loves each one of us more than any other person. Which is incredible to think. Paul prays in the Bible that God's love would keep us strong. He says that God's love is too great to fully understand.

**"I PRAY THAT YOU HAVE THE POWER  
TO UNDERSTAND, AS ALL GOD'S  
PEOPLE SHOULD, HOW LONG, HOW  
HIGH AND HOW DEEP HIS LOVE IS."**

**Ephesians 3:18**

Paul also said by understanding God's love, we will live life to the full. One of the things that makes Claremont College significant, I believe, is that it is a place filled with love. And because of this, opportunities abound for children, to live life to the full. Our Speech Day this morning, certainly reminds us of how full and rich, school life is for us. These girls and boys are very fortunate indeed.

One of my favourite verses in the bible is Psalm 23 which talks about God's love being with us each and every day.

**"SURELY YOUR GOODNESS AND LOVE  
SHALL FOLLOW ME ALL THE DAYS OF  
MY LIFE."**

**Psalm 23 verse 6**

Your love will follow me all the days of my life. All the days, each and every one of them. Not just some days and not just when God feels like it. He doesn't divide His love up across the year and hand it out in portions. No, His love follows each of us each and every day, regardless of whether our situations or circumstances and regardless if we feel loveable or not. His love follows us each and every day. God's love follows us up the hill and into the school gate each and every day.

As we think about 2015, we need to be thankful for God's love which has followed us every day of this year here at Claremont College. His love was with us on the first day of school, and His love is with us today...and every day in between.

Do you know what I love, the word "follow" can be translated to mean chase.

Let's read it this way. "Surely your goodness and love will chase me every day of my life".

Have you ever thought that God actually chases you? He chases you with His love.

Children, who here likes chasing games? One of my favourite games is 'Duck Duck Goose'. Who likes 'bull rush'? Who likes 'cops and robbers'? You certainly have to be fast and you have to be fit!

As many of you know, a great highlight for me this year was my study leave trip and it's an opportunity that I am incredibly grateful for. I learnt a great deal, but there was something very special that I experienced which I haven't told you about.

It has to do with this bag (my back-pack). This bag got me into a lot of trouble when I went on my travels. My trip went incredibly smoothly except for two problems which nearly got me into a whole lot of trouble. This bag caused me a lot of stress. Twice I lost this bag, once in Denver USA, and the other time I was at Heathrow Airport in London. My passport and wallet were in my bag and my trip would have been ruined if I had lost my bag. I chased this bag of mine for dear life. I chased it and I have never run so fast or more determined in my entire life. Because of my passport, my bag was my treasured possession and I was determined not to lose it.

Did you know it's exactly the same with God. You are God's treasured possession. He loves you. When you get lost, or head in the wrong direction, He chases you with His love. He never gives up on you. He loves you so much that He sent Jesus into this world to show you His love.

### THANK YOU TEACHERS

How has God chased you this year? I'm sure that if I asked each one of you, you might give me a different answer, but one thing that we all have in common, is our School, Claremont College. We all come to School each day, and it is here, that we experience God's love. He blesses us in our learning, in our growing, with our friends, and in the safety and nurture that we experience at Claremont College.

As I think of this year, I must make mention of one thing that is incredibly important. How does God chase us each and every day? One thing that is true for us all, is that He gives us people who work hard for us, and that is the staff and the teachers of Claremont College. They are all here with us today. Let us honour our teachers and staff and thank them for all they have done this year.

Girls and boys, I have a little present for you. You will each receive one of these as you leave Speech Day. It's a name tag for your School bag. This name tag should really hang around you like an invisible name tag, not your bag... Because it is you who is God's treasured possession... But your bag will do. It's no normal tag, however. On this tag are three important things to take with you for life.

**I AM  
VALUABLE  
I AM  
TREASURED  
I AM  
LOVED...  
GOD  
CHASES  
ME WITH  
HIS LOVE.**

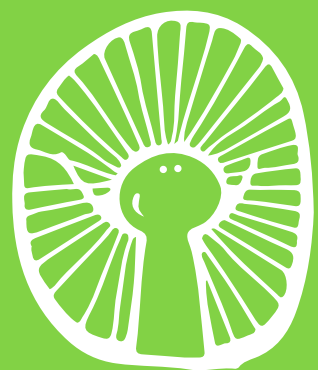
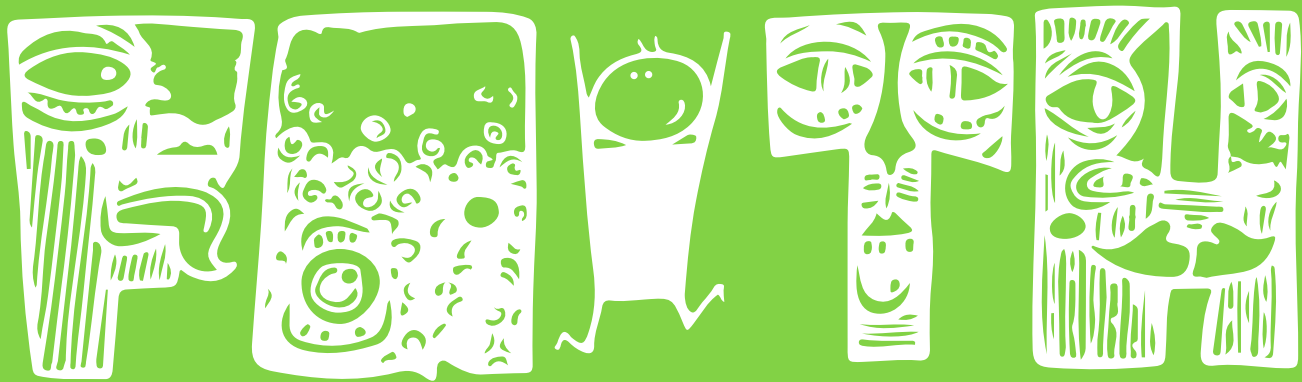
Year 6 students, next year you will be going to another school, I hope you use this tag as well to remind you of the most important message that you could ever learn at Claremont College.

### HOW HAS GOD CHASED YOU WITH HIS LOVE THIS YEAR?

My prayer this Christmas and this break - is that you, like in the verse, understand God's love for you and your family more than ever before. And as you return in 2016, with your bag tag, I hope it always reminds you that you are valuable, you are treasured, and that God chases you with His love.

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





INSPIRED FOR LIFE  
1 Corinthians 13:13



# STUDENT PERFORMANCE IN NATIONAL TESTS

The School's Years 3 and 5 NAPLAN (National Assessment Program – Literacy and Numeracy) results for 2015 are summarised below. The results of the tests 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 or areas for school growth as well.

## *SOME DATA FROM OUR 2015 NAPLAN RESULTS*

The percentage of Year 5 students in the top 2 bands, that is, Band 7 & 8, compared to the Association of Independent Schools in NSW and all Schools in NSW is as follows:

	Reading	Persuasive Writing	Spelling	Grammar & Punctuation	Numeracy
<b>NAPLAN Year 5 2015</b>					
<b>% IN THE TOP 2 BANDS</b>					
<b>Claremont</b>	<b>77</b>	<b>88</b>	<b>88</b>	<b>91</b>	<b>88</b>
<b>AIS, NSW</b>	50	30	49	53	42
<b>All Schools, NSW</b>	38	21	40	39	31

The percentage of Year 3 students in the top 2 bands, that is, Band 5 & 6, compared to the Association of Independent Schools in NSW and all Schools in NSW is as follows:

<b>NAPLAN Year 3 2015</b>					
<b>% IN THE TOP 2 BANDS</b>					
<b>Claremont</b>	<b>75</b>	<b>80</b>	<b>66</b>	<b>75</b>	<b>55</b>
<b>AIS, NSW</b>	62	67	57	66	50
<b>All Schools, NSW</b>	50	54	47	53	38


The School's position on The 'My School' website (a data capture is shown below) in comparison to 'statistically similar schools' and others in our local area is most favourable.

Reading		Persuasive Writing		Spelling		Grammar & Punctuation		Numeracy	
Year 3 2015									
501 484 - 518		482 467 - 497		459 443 - 475		506 487 - 524		454 439 - 469	
SIM 507 498 - 516	ALL 426	SIM 467 459 - 475	ALL 416	SIM 465 456 - 473	ALL 409	SIM 516 506 - 526	ALL 433	SIM 466 458 - 475	ALL 398
Year 5 2015									
622 603 - 640		592 574 - 610		597 580 - 615		655 635 - 675		627 611 - 643	
SIM 578 569 - 586	ALL 499	SIM 529 521 - 537	ALL 478	SIM 547 539 - 555	ALL 498	SIM 584 575 - 594	ALL 503	SIM 561 553 - 569	ALL 493

#### How to interpret this chart

**SIM** schools serving students from statistically similar backgrounds


**ALL** Australian schools' average

 Student population below reporting threshold

 Year level not tested

Selected school's average is

 substantially above

 above

 close to

 below

 substantially below

- average of schools serving students from statistically similar socio-educational backgrounds (SIM box)
- average of all Australian schools (ALL box)

We were very pleased with our School's overall results for 2015.

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 2015

<b>Teaching staff</b>	<b>26</b>
<b>Fulltime equivalent teaching staff</b>	<b>22.8</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 2015, 2 New Scheme Teachers were accredited through the NSW Institute of Teachers at the level of 'Professional Competence.'

## STAFF OVERVIEW

Claremont College employed 26 teachers in 2015. These teachers comprised the Principal, 2 Deputy Principals, 15 class teachers, a full time Teacher Librarian, 1.4 FTE Learning Support Teachers and full time Music Teacher. Part time specialist teachers employed included Mandarin (one day a week), Indonesian (two days a week), Sport and PE (four days a week), and 2 School Counsellors (1 FTE a week). Our teachers were supported by a team of 8 Teaching and Learning Assistants (TLA's), including one Intern Teacher.

In 2015, Claremont College employed 20 non-teaching staff with a full-time equivalent of 14.1. 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.

In 2015 no staff member was Aboriginal or a Torres Strait Islander.

## 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 2015 Professional Development at Claremont College can be summarised as follows;

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

Whole Staff Professional Development Days across 2015 included; training on Australian Curriculum - History, Co-teaching and using data to improve student outcomes (Dr John DeCoursey), teaching Grammar (PETAA - Sally Humphrey), School Culture Responsibilities, Re-visioning Learning Support, Child Protection and Christian Education. Shared vision and goal setting continued to be a significant focus in 2015, with staff continuing to work closely with 'New River' Consultancy on developing our Core Values, co-teaching and collaboration and leadership mentoring.

A sample of courses undertaken by staff during 2015 includes; Libraries of the future, ICT Strategic Planning, Embedding Indigenous Perspectives, Non-violent crisis intervention (NVCI) for managing violent student behaviour, NCCD procedures and managing stress in teaching. Staff ratings for the achievement of each Professional Development Days' outcomes was very high.

Additional training and procedural review included a comprehensive Staff Induction Program, WHS, Risk Management, CPR refresher, Copyright and Staff Code of Conduct.

Professional Learning at Claremont College in 2015 also included;

- The Principal's Study Leave which provided him with opportunities to visit schools in New Zealand and the USA and attend a HR program 'Managing Talent for Strategic Advantage' at Stanford University.

- Opportunities for teachers to visit other schools such as Mt Sinai College Maroubra and a teacher exchange/partnership with Stonefields School in Auckland.
- Staff and Principal presentations at a number of conferences including 'Future Schools Expo', 'Edutech', the AIS Special Education Conference and also research symposiums
- 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.

Attendance at Professional Conferences remained a key priority in 2015 with staff attending the CEFPI Conference in Canberra and the AIS Special Education Conference.

Claremont College received funding in 2015 to establish an Educational Research Project and 'Embedded Excellence' school improvement. Both grants were successful through the NSW Association of Independent Schools. These projects provided significant opportunities for professional learning including 'in-house' co-teaching workshops, understanding learning intentions and professional learning classroom walkthroughs, attendance at research symposiums and workshops to understand change management and improvement in schools.

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.

Claremont College has a Professional Development budget in line with the College's priorities. The expenditure on professional learning in 2015 was \$43 761 which averages at \$1919 per teacher (1.0FTE equiv).

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

# STUDENT POPULATION PROFILE

362 students attended Claremont College in 2015 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

96.9% of students attended school on average each school day in 2015. This was similar to the daily attendance in 2014. The breakdown of attendance for each year level is as follows:\*

Kindergarten	97.1%
Year 1	96.0%
Year 2	97.1%
Year 3	96.9%
Year 4	97.2%
Year 5	97.4%
Year 6	96.7%

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 Counselling team should support or an individual student plan be necessary.

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





**AVERAGE  
STUDENT  
ATTENDANCE**

**3.1%**

Daily Student Absences

**96.9%**

Daily Student Attendance

# 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

*(as outlined on 'Application for Enrolment' 6.1.2)*

- 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

This policy in this form was developed in 2007, reviewed 2011, 2012

**Reviewed 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>• Pastoral Care System</li> <li>• Social Skills Program</li> <li>• Anti-bullying Policy</li> <li>• Student Leadership Policy</li> <li>• Discipline Policy (see Section B)</li> <li>• Homework Policy</li> </ul>	Revision commenced in 2015.	Full text on School intranet (Edumate). Hardcopy available on request.  School expectations reiterated from time to time in newsletters (Issued to all staff).
<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>• investigation processes</li> <li>• documentation</li> </ul>	Full staff training on Child Protection including all administration, support and tutors for extra subjects, conducted annually.	Full text on School intranet (Edumate). Hardcopy available on request.
<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>	Annually revised and discussed with staff at the commencement of the school year.	Full text in School intranet (Edumate). Hardcopy available on request.

Policy	Most Recent Changes	Access to full text
<b>Staff Handbook</b> <ul style="list-style-type: none"> <li>Casual Staff handbook</li> <li>Staff Induction Policy and Procedures</li> <li>School Handbook</li> </ul>	Annually revised and discussed with staff at the commencement of the school year. Guidelines and Social Networking Policy	Issued to all staff.
<b>Supervision Policy encompassing</b> <ul style="list-style-type: none"> <li>duty of care and risk management</li> <li>levels of supervision for on-site and off-site activities</li> <li>guidelines for supervisors</li> </ul>	Revised in March 2012	Full text on School intranet (Edumate). Hardcopy available on request.
<b>Security and Visitors Policy</b> Including measures implemented; <ul style="list-style-type: none"> <li>the safety and well-being of students,</li> <li>premises and buildings</li> <li>use of grounds and facilities</li> </ul>	Revised in March 2012	Full text on School intranet (Edumate). Hardcopy available on request.
<ul style="list-style-type: none"> <li><b>Workplace Health and Safety Policy</b></li> <li><b>First Aid and Medication Policy</b></li> <li><b>Sun Protection Policy</b></li> <li><b>Emergency Evacuation Policy</b></li> <li><b>Lockdown Procedures</b></li> <li><b>Serious Incident Management Plan</b></li> </ul>	Policies revised 2012 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 on School intranet (Edumate). Hardcopy available on request.
<b>Communication Policy</b> <ul style="list-style-type: none"> <li>formal and informal mechanisms in place for facilitating communication between the school and those with an interest in the student's education and well-being.</li> </ul>	Revised in March 2012. School website updated. Parenting evenings to communicate school approaches and various ways in which parents can assist their children.	Full text in School intranet (Edumate). Hardcopy available on request.
<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.	Full text in School intranet (Edumate). Hardcopy available on request.

## ANTI BULLYING POLICY

The Claremont College Anti Bullying Policy is aligned with the 'Student Care Policy'. Implicit within this policy is the notion that:

All students, staff, other workers and parents have the right to be safe and happy at Claremont College where an atmosphere that promotes anti-bullying attitudes and behaviours amongst both students and staff is encouraged and worked towards.

The School does not condone bullying or harassment in any form. The policy includes processes based on procedural fairness for responding to and managing allegations of bullying.

### A DEFINITION OF BULLYING?

- Repeated and unjustifiable behaviour;
- Behaviour intended to cause fear, distress and/or harm;
- Physical, verbal, psychological, relational behaviour;
- Behaviour that is displayed by a more powerful individual or group; and
- Behaviour against a less powerful individual unable to effectively resist.

"Bullying is repeated incidents involving a bigger, stronger or more powerful child on a smaller or weaker child, or a group of children on a single child."

This policy provides information regarding;

- the nature of bullying
- some signs of bullying
- dealing with bullying at school
- the roles of parents and staff

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, reviewed in 2009 and March 2012. A policy revision commenced in 2015 with parent, student and staff consultation, with the new policy anticipated mid 2016.

## COMPLAINTS AND GRIEVANCES RESOLUTION POLICY

The School operates under the document 'Guidelines for addressing complaints' (Developed March 2012 and no changes made since) and is supported by a policy adopted by the Anglican Schools Corporation for dealing with complaints and grievances. 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 Sydney 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 no changes have been made since.





# SCHOOL- DETERMINED IMPROVEMENT TARGETS

## *AREAS FOR IMPROVEMENT AND ACHIEVEMENT OF KEY PRIORITIES IDENTIFIED FOR 2015*

### **Fostering a culture of learning across the school**

- Continued development and implementation of the Australian Curriculum – ongoing
- Rewarding and celebrating the academic successes and other achievements of students – ongoing
- Making student learning more visible through learning intentions – ongoing

### **Maintaining student well-being**

- Reviewing the School's student well-being policies with particular focus on anti-bullying (to be completed in 2016)
- Targeted programs including social skills, cyber safety and leadership training – programs delivered

### **Creating global links to foster in students global and digital citizenship**

- Partnership with Bali Public School – not achieved
- School community trip to Bali – not achieved

### **Ensuring the professional growth of our teachers**

- Further development of the co-teaching model through the AIS Educational Research Project – ongoing
- Creating a culture of improvement through the AIS Embedding Excellence Grant – ongoing

### **Reviewing and developing the Learning Support (including Gifted and Talented) systems and structures**

- Measuring and tracking of student performance through data, NAPLAN and standardised tests – ongoing

### **Contributing to the professional learning of the wider educational community**

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

### **Enhancing the aesthetic and functionality of spaces**

- Continuation of refurbishment project including the Clondarra Music Centre and Kindergarten and Year 1 classroom planning – Clondarra completed, Kindergarten and Year 1 to be completed in 2016
- Upgrade of ICT infrastructure – server hub – delivered
- Reception and Administration refurbishment – delivered
- Aligning Core Values to the visible environment eg. Indigenous Art project, gardens and play spaces – ongoing

### **Developing a Claremont Aboriginal and Torres Strait Islander Framework and Reconciliation Action Plan 2015**

- Ongoing

### **Developing an ICT 5 year Strategic Plan**

- To be delivered in 2016

### **Collaboratively develop a Claremont College 5 Year Strategic Plan 2015-2020**

- To be delivered in 2016

## AREAS FOR IMPROVEMENT AND KEY PRIORITIES FOR 2016

### **Fostering a culture of learning across the School**

- Continued development and implementation of the Australian Curriculum (History and Geography)
- Making student learning more visible through learning intentions and success criteria
- Develop a 'language of learning' aligned to Claremont College Core Values
- Through professional learning, investigate and develop opportunities for K-6 Project Based Learning (PBL)

### **Maintaining a culture of safety at Claremont College**

- Review student well-being policies with particular focus on anti-bullying and discipline
- Revised programs including social skills, cyber-safety and student leadership
- Enhancement of WHS procedures and systems across Claremont College

### **Creating global links to foster in students global and digital citizenship**

- Develop relationship with our local Indonesian Consulate and opportunities for cultural community participation

### **Ensuring the professional growth of our teachers**

- Further development of the co-teaching model through the AIS Educational Research Project, specifically to develop and publish an evidence based 'Claremont College Co-Teaching model'
- Creating a culture of improvement through the AIS Embedding Excellence Grant
- Develop effective and sustainable staff appraisal and mentoring systems

### **Reviewing and developing the Learning Support (including Gifted and Talented) systems and structures**

- Enhance the Learning Support Model within Co-Teaching at Claremont College
- Measuring and tracking of student performance through data, NAPLAN and standardised tests
- Develop opportunities for student voice
- Develop and implement a Kindergarten 'Set for School' assessment and familiarisation program

### **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 Initiative

### **Enhancing the aesthetic and functionality of spaces**

- Stage 7 of Refurbishment Project including the Kindergarten and Year 1 learning spaces
- Continuation of refurbishment project to include outdoor areas

### **Developing a Claremont Aboriginal and Torres Strait Islander Framework and Reconciliation Action Plan**

- Consultation with indigenous parents

### **An ICT 5-year Strategic Plan**

### **Publication of the Claremont College 5 Year Strategic Plan 2016-2020**

# CLAREMONT COLLEGE RESEARCH PROJECT

# 2015- 2016

In 2014, Claremont College applied for and was given funding to research the impact co-teaching has on student learning. We will be the first school in Australia to attempt to link student outcomes to this teaching model. Our research project is investigating the process of co-teaching and how this achieves the most desirable outcomes from that process. We are one of five independent schools throughout NSW who have undertaken a research project through the initiative of the AIS (Association of Independent Schools) Education Research Council and we received a \$78 000 grant to assist us with this task.

While a number of schools both here and overseas use co-teaching in various forms, none to date have attempted to quantify the impact on improved teaching and hence improved student learning. As a school, we already achieve student results to be proud of. However, we are not prepared to sit back and assume we do not need to do more. We are all particularly grateful to the SASC Education and Strategic Development Committee for their creative insight and forward thinking that has given us so many excellent learning spaces to learn collegially and creatively, and to prepare the children for life beyond school. However, learning spaces alone do not improve student outcomes. It is the quality of teaching that will make the greatest difference.

**"QUALITY TEACHING IS NOT AN INDIVIDUAL ACCOMPLISHMENT, IT IS THE RESULT OF A COLLABORATIVE CULTURE THAT EMPOWERS TEACHERS TO TEAM UP TO IMPROVE STUDENT LEARNING BEYOND WHAT OF ANY OF THEM CAN ACHIEVE ALONE."**

***Carol in DuFour, 'Work Together' (2011)***

Initially it might seem like a simple task we have ahead of us, by monitoring our NAPLAN results, yet we are looking for so much more... enhanced student engagement, improved thinking skills, greater resilience, and value-added learning outcomes across the whole School, not just a snapshot of basic learning skills in two grades across one week of the year.

We will carry out this research using guidance from the AIS and a professional mentor, Dr John DeCoursey, who has had a long career in education and data analysis. He is guiding us through this journey of measuring the almost immeasurable.

None of this work can be done without the professionalism and support of all of our staff, who are all actively engaged in becoming better teaching practitioners. Already, because of co-teaching, we can see improved collaborative planning, greater variety of student grouping, increased student monitoring, shared responsibility across the whole grade, and a more transparent focus on student learning.

The final 'product' for this project will include a written report, including videos and images, and we will share our findings and experiences with other schools and educational institutions. Our research will be posted on our website, the AIS website and will be disseminated to our School community, as well as published in journals and presented at research symposiums for the benefit of the wider educational community.

**'EMBEDDING  
EXCELLENCE,  
@CLAREMONT**



THE EMBEDDING EXCELLENCE PROJECT IS A \$20 000 PROJECT FUNDED BY A NSW ASSOCIATION OF INDEPENDENT SCHOOLS GRANT. THIS PROJECT PARALLELS THE WORK THAT WE ARE DOING THROUGH THE EDUCATIONAL RESEARCH PROJECT. THE *EMBEDDING EXCELLENCE* GRANT WILL ENABLE CLAREMONT COLLEGE TO ENGAGE IN AN EVIDENCE-BASED PROCESS DEVELOPED TO SUPPORT US IN OUR JOURNEY TOWARDS FURTHER EXCELLENCE IN ALL AREAS OF OPERATION. THIS IS A WONDERFUL OPPORTUNITY FOR US, PARTICULARLY SO, GIVEN THE GRANT SUPPORTS US TO PRODUCE A 'SCHOOL IMPROVEMENT PLAN' MANDATED BY THE FEDERAL GOVERNMENT, AND SOMETHING THAT ALL SCHOOLS WILL BE REQUIRED TO PUBLISH ANNUALLY COMMENCING IN JANUARY 2015 AND CONTINUING THROUGH TO 2016.

*Embedding Excellence* provides us with the resources to gather evidence from the School community, staff, students and parents. This evidence will allow us to evaluate, develop and enact meaningful change at Claremont College. It will be divided into the core elements found in The National School Improvement Tool:

- An explicit improvement agenda
- Analysis and discussion of data
- A culture that promotes learning
- Targeted use of school resources
- An expert teaching team
- Systematic curriculum delivery
- Differentiated teaching and learning
- Effective pedagogical practices; and
- School-Community partnerships.

During this process, with a focus on consultation, we will be asking staff, students and parents to participate in a variety of ways.

Once this information and evidence has been collected, and with other evidence analysed, some goals for improvement can be considered. We are well placed to make the most of this grant with a clear mission statement and well-articulated Core Values to guide our self-reflection.

We are excited about this opportunity for the School to continue its tradition of always striving to be better, and to engage with our School community further as we teach and learn with our students.

## 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.

Our Peer Support program in 2015 continued to develop student resilience using the 'Resilience Doughnut' model. This year, the Year 5 and 6 student leaders assisted the younger students to explore their individual strengths. The Year 5 and 6 'Leadership Conference Week' in March, reinforced this theme as well as equipping students with skills for dealing with bullying and teasing.

In 2015 our Chapel, Personal Development 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 Chesalon Nursing Home at Little Bay.

Care, compassion and responsibility for others were highlights. The children and parents generously supported a number of charities during 2015 including the Nepal Earthquake Appeal, UNICEF, The Sydney Children's Hospital, Indigenous Education Programs and the sponsorship of a number of children through Compassion, World Vision and the Smith Family. Parent support and outreach programs are also an integral part of the ministry of the School.

Claremont College continued to promote its sustainability initiatives promoting care and responsibility for the world and environment. Our annual family tree planting initiative with Randwick Council was held on World Tree Day in July.

true

honest

sensible

CALM

generous

yourself

strong

OPEN

BE

nice

brave

confident

Inclusive

happy

kind

friendly









## 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.

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 2015".

In 2015, Claremont College promoted its partnership with parents through a series of parenting evenings on Resilience and Parent-Child Attachments. Parents also participated in the Year 5 and 6 Leadership Conference evening for parents and children.

Claremont College actively promotes and encourages fathers to get involved in the life of the School. The Dads' and Kids' Camp at Lake Macquarie in September was a significant highlight with over 260 campers. The fathers always appreciate the parenting talks that are presented by Claremont College staff.

The work of the School Counsellor is an integral aspect of the life of the College. In 2015, the School Counselling team included a qualified psychologist (3 days a week) and an intern psychologist (2 days a week).

Parents provide significant feedback regarding their value of the support and care that both they and their children receive. Our School Counsellors are 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 Counsellors in partnership with the Deputy Principal and classroom teachers work together to deliver a Social Skills (K-6) Program which is evaluated and planned annually, based on certain needs presented by individual students and the collective 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 for children 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.

Staff satisfaction also continues to be very at a high level and feedback from staff was collected informally, from team meetings held with 'New River' Consultancy and also via staff surveys and formal staff appraisal feedback conversations.

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.

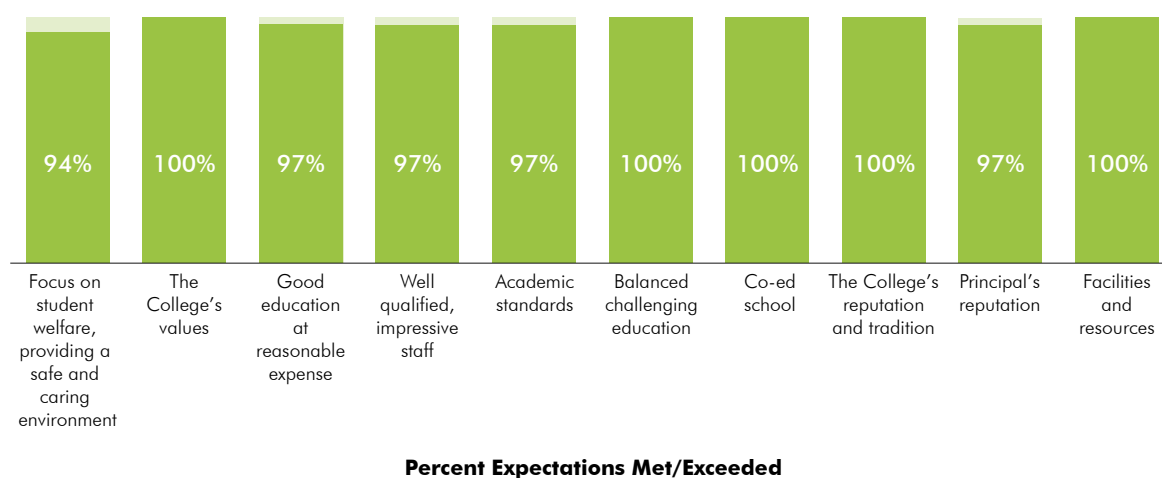
## PARENT & STUDENT VIEWS

In 2015, 32 Year 6 parents and 36 Year 6 students participated in surveys and provided views on such areas as academic performance, pastoral care, Christian education, co-curricular, extra-curricular, communications, reputation and facilities.

A selection of the Year 6 parent top level findings are detailed below ranked in order of the importance the parents placed on reasons for choosing a school for their child:

- 94% of parents' expectations were met or exceeded in relation to the focus on student welfare
- 100% of parents' expectations were met or exceeded in relation to the College's values
- 97% of parents' expectations were met or exceeded in relation to a good education at a reasonable expense
- 97% of parents' expectations were met or exceeded in relation to well qualified, impressive staff
- 97% of parents' expectations were met or exceeded in relation to academic standards

**2015 Claremont Yr 6 Parents - Expectations Met/Exceeded - Top 10 Ranked in Importance (n=32)**



# PARENTS AND STUDENTS WERE ASKED TO PROVIDE OPEN RESPONSES TO THE MOST VALUED ASPECTS OF CLAREMONT COLLEGE. THE MOST FREQUENTLY NOMINATED ASPECTS ARE:

## CLAREMONT COLLEGE YEAR 6 PARENTS

CARING, NURTURING AND  
HAPPY ENVIRONMENT

CHILD ENJOYED  
TIME AT COLLEGE

WELL BALANCED EDUCATION

FRIENDSHIP MADE WITH  
OTHER CLAREMONT FAMILIES

CARING AND  
ENCOURAGING TEACHERS

## CLAREMONT COLLEGE YEAR 6 STUDENTS

FRIENDSHIPS MADE  
AT CLAREMONT

FRIENDLY, CARING AND  
SUPPORTIVE TEACHERS

WIDE RANGE OF  
OPPORTUNITIES AVAILABLE

EDUCATION RECEIVED  
AT CLAREMONT

SPORTS



## YEAR 6 PARENT QUOTES ON WHAT THEY VALUE ABOUT CLAREMONT COLLEGE:

*I value the caring, nurturing environment provided for my children. I value how the teachers' all know my children so well and attend to their individual needs. I love how there are inspired to learn, look forward to attending school and come home from school excited about what happened during the day.*

*After 15 years and three children going through Claremont each child was happy and secure.*

*Christ centred school with amazing teachers who need to be cloned!*

*Christian teaching, excellent teaching staff, their level of commitment is beyond expectations.*

*The Principal should be commended for his commitment, passion and youthful enthusiasm. His genuine love of the children in his care is evident. The College is lucky to have such an inspirational 'leader'. He has appointed many magnificent teachers at Claremont College. My son has been lucky enough to have been taught by many passionate teachers who genuinely care about him. So many brilliant stand out educators throughout his journey. The School Counsellor was also excellent to work with. It has been a pleasure getting to know the other Year 6 parents - a lovely group of people. The ladies in the office are wonderfully efficient and fun to chat with. We will be forever grateful that we chose Claremont College for our sons' primary school years.*

*Each child was treated as an individual, was loved and respected. Wonderful relationships between teachers and students*

*Everything at Claremont College is child centred; most children have emerged with a strong ethos of moral and Christian values, as well as the opportunity for a well-rounded and above average academic education. The Year 6 program has been outstanding in stimulating my child and preparing her for high school, through all the years the love the teachers have had for my child has been both comforting and inspiring. The learning support and very genuine interest in all areas that has been shown to my child has been outstanding - I would do it all again.*

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

*I have had fun*

*I love the teachers I connect with and have similarities with. I love interesting subjects and PBL tasks.*

*Memories and learning experiences*

*My awesome year six teachers! My friends and English lessons, drama and art!*

*My friends, the teachers, the experiences.*

*Open classrooms and kind teachers.*

*Teachers*

*Teachers and friends*

*The amazing friends I have made and a few of my teachers have really inspired me.*

*The care of the teachers.*

*The friends I have met and the warm, welcoming environment*

*The open classrooms, variety of opportunities presented to me, the approachable teachers. I love everything!*

## PREPARATION, TRANSITION AND READINESS FOR HIGH SCHOOL

In 2015, Claremont College also commissioned a survey to seek feedback regarding the transition of Year 6 students into high school. This survey was designed to receive specific information regarding academic and pastoral preparation for Year 7. The information received was very useful and reinforced the quality of Claremont College's secondary school transition programs as well as the academic and emotional preparedness of its students.

# P&F PRESIDENT'S REPORT

**(Presented at Speech Day 2015)**

## PARENTS AND FRIENDS OF CLAREMONT 2015 WRAP UP

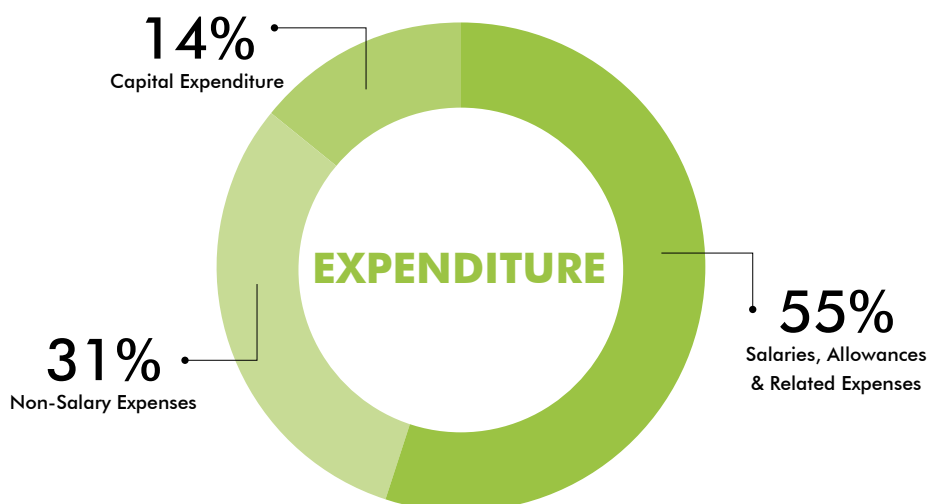
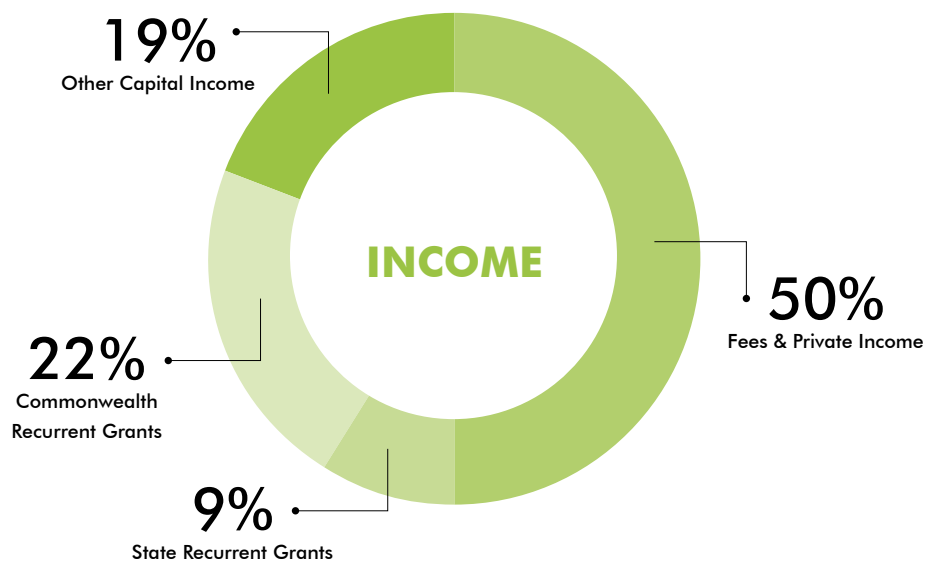
Throughout 2015, the focus of the P&F was to simplify all our efforts and concentrate on building a strong and engaged Claremont College community. At the heart of all our events this year, we wanted to ensure that families felt part of a warm and inclusive School community. I think it's fair to say we achieved this. We had a record number of families attending all our events this year including the recent Family Fun Night and the joint parents Christmas Party. As the focus was on community building, we did not set a crazy fundraising goal this year. We hoped to raise \$25,000. However, it seems that when you focus on building strong community, people couldn't be

more supportive. We are delighted to announce that this year we have raised \$54,805. This money will fund new honour boards, signage around school, a Fitness and Play studio in the Undercroft, a Piano for the new Music Centre, Readers, Maths and Science Equipment and Chinese and Indonesian resources.

A huge 'thank you' to the many people and local businesses who have contributed to the many P&F events and fundraisers this year. There are too many awesome people to mention, but please know we are so grateful for all you have done. Without your time, energy and support none of this would be possible.

**Katy Rowden**  
**P&F President**  
**(December 2015)**

# SUMMARY FINANCIAL INFORMATION FOR 2015







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