



CLAREMONT COLLEGE

AN ANGLICAN CO-EDUCATIONAL PRIMARY SCHOOL

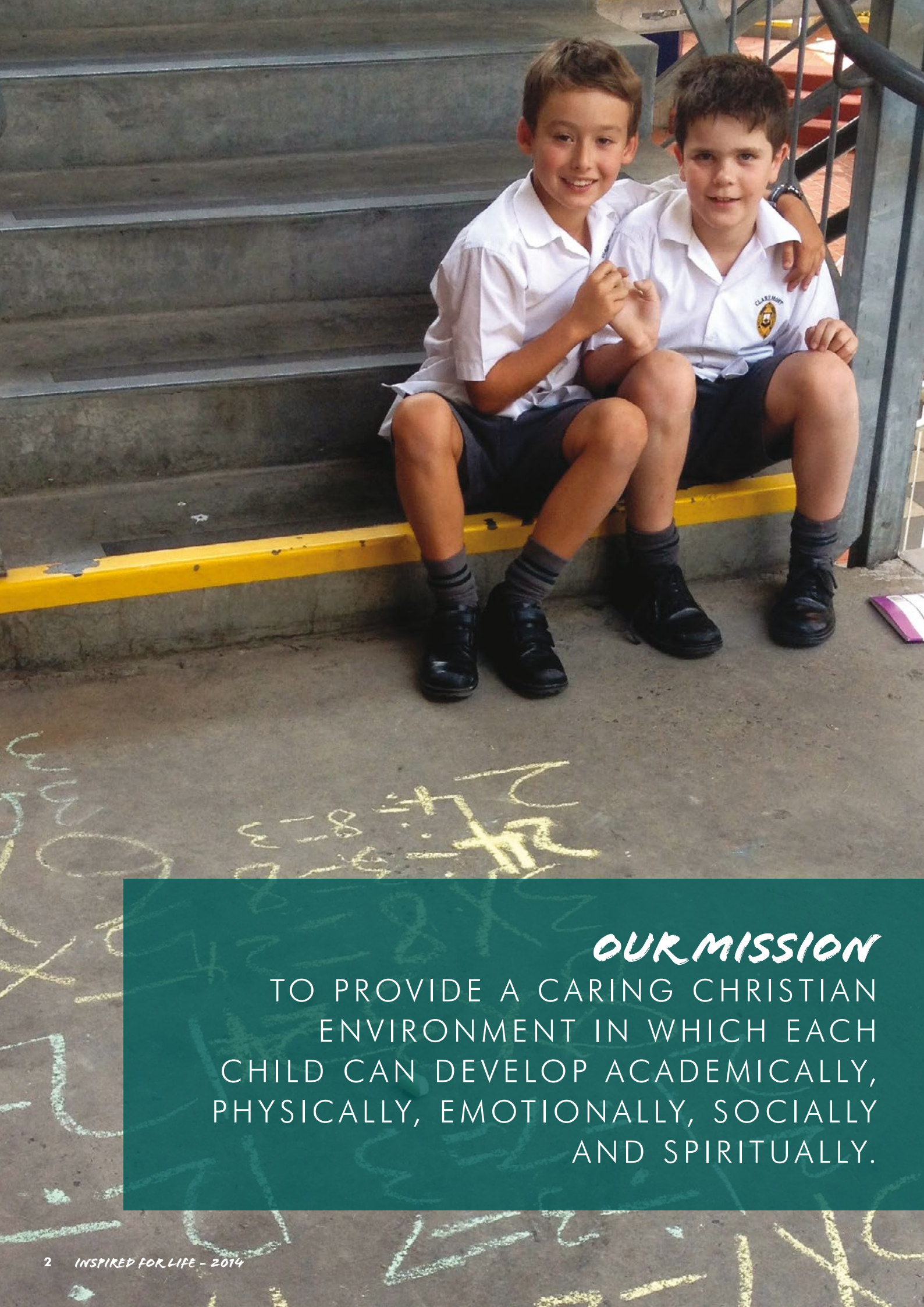
ANNUAL REPORT

2014



INSPIRED

— FOR LIFE —



OUR MISSION

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

OUR 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

Claremont College is a thriving 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.

Providing firm foundations for life and learning is a very important aspect of the School. In 2014 we celebrated the outstanding results of our students, whose academic results in NAPLAN positioned Claremont College as ranked 32nd of all Independent Schools in the Nation¹, 54th overall out of all schools (State, Catholic and Independent) Nationally, and 3rd out of all Independent Co-Educational Primary Schools in New South Wales. 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 each child 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 the Year 2 and Year 3 classrooms. The classrooms in particular, have received a number of architectural awards including a 2014 CEFPI 'People's Choice Award'. CEFPI is the 'Council

for Educational Facility Planners International', a worldwide organisation that shares experiences and best practices in planning, designing and building great learning environments. 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 shows that the 2014 academic year was a busy and productive one. This report outlines not only the many academic successes of Claremont College but 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 2014, provides you with a broad picture of the life of the school. 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
and www.myschool.edu.au

¹ 'Your School,' The Weekend Australian, June 20-21, 2015

...THE TEACHING OF JESUS,
TELLS US THAT EVEN THE SMALLEST
AMOUNT OF FAITH CAN ACHIEVE WHAT
OTHERWISE MAY BE IMPOSSIBLE.



MESSAGE FROM THE CHAIRMAN OF COUNCIL

(Presented at the Annual Speech Day, December 2014)

In 2014 I was both surprised and humbled to be asked to Chair the Claremont College Council.

I have just a few points to make. They all start with a 'C', and the first is **commend**.

I **commend** all you boys and girls for the effort they have made over the past year in striving to do their best and learning about God's wonderful world. The weekly Newsletter is full of their many achievements, be they academic, sporting, musical, art or other domains of learning. Week after week I enjoy seeing photos of their smiling faces as they go about enjoying, growing and benefiting from a 'Claremont Education.'

I particularly **commend** the Year 6 children. Each child has now completed the journey of primary education. I assure you Year 6, that you have been well set up for the challenge of moving to secondary school. I am confident you will find that of all the Year 7 students you will meet next year, you will be among the best prepared for secondary school.

This brings me to the next **commend**, and that is to all our teachers and teachers aides. Where would we be without your passion and dedication to the task of preparing young people for the world awaiting them? So to each and every teacher, teachers aid, and every other staff member (yes, EVERY staff member), I **commend** you for your passion, efforts and results. You have done another great job this past year. And I just loved your staff dance routine at the school concert!

I also **commend** our Principal, Mr Doug Thomas for his inspirational and in many ways, ground-breaking, leadership. He has led the change from single classrooms to combined classes with very different teaching spaces than when most of us adults were at school. He is leading the change to co-teaching across a grade. His visionary leadership is recognised within the Sydney Anglican Schools Corporation and the Association of Independent Schools. Further, for the changes to education presented by the digital age, Mr. Thomas is certainly the right person to have at the helm.

I also **commend** the Sydney Anglican Schools Corporation for their oversight and professional support to Claremont College. They not only support the school from an administration and property perspective, but also very importantly, they are behind our ongoing quest to establish Claremont Secondary College. The Principal tells me that whenever he interviews a family seeking enrolment into Kindergarten, invariably the first question parents have is, "Where does my child go for Secondary school?" This is our challenge and dream, to be able to continue a Claremont College education through to Year 12 graduation.

I believe this reflects a desire which says something like, 'I want the possibility to enroll my child at one school where they can walk in at Kindergarten and confidently embark into the world as young men and women after Year 12, and be educated, equipped and nurtured on the way.' Together, SASC and Claremont College are striving to fulfill this desire. The mission of the Corporation, and also Claremont, is to provide quality education that is both Christian and affordable. We know we have the balance right for primary school and seek to emulate that for Secondary education. In this part of Sydney there are very few co-educational, authentically Christian, quality and affordable secondary schools. It is our desire to change this and for the school to come 'full circle', having commenced as a secondary College in 1882.

However, the high cost of property in this part of Sydney always has presented a problem. We may therefore have to look for solutions a bit further afield than Randwick, and indeed we are presently doing so. Last Friday we met with an architect and discussed very general concepts about what a Claremont Secondary College could look like. But there is a long road between that meeting and taking enrolments. Notwithstanding that, we will push on in our pursuit of a Secondary College. And the reason why, brings me to the final "C", and that is Christ, Jesus Christ"

Unashamedly, an objective of both the Corporation and Claremont is to provide high quality, Christian education within a **Christian worldview, shaped by the Bible**, and to communicate in word and deed the gospel of Jesus Christ to students, staff, parents and the wider community. A Claremont Secondary school will be exactly that. And that Christian worldview, through the teaching of Jesus, tells us that even the smallest amount of faith can achieve what otherwise may be impossible. We therefore appeal through prayer to God, that He will guide us to a Claremont Secondary Campus. For all those who also believe in this God of power and the power of prayer, I invite you to pray constantly and expectantly over the coming year, that the Holy Spirit will give us all wisdom and opportunity to enable us to fulfill the dream and desire of the wider Claremont family for a secondary campus.

In closing, may the God of peace keep you safe over this Christmas and January period. For those moving into secondary schools, may God who is everywhere present, go with you. For all of us, as we approach another Christmas Day, may we draw closer to the living Jesus Christ as we reflect on the wonder and reason of his miraculous birth.

Thank you.

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



"THERE ARE ONLY TWO
LASTING BEQUESTS WE CAN HOPE TO
GIVE OUR CHILDREN. ONE OF THESE IS
ROOTS. THE OTHER, WINGS."

MESSAGE FROM THE SCHOOL PRINCIPAL

(Presented at the Annual Speech Day, December, 2014)

Just recently I came across this quote and I think it sums up the significance of a Speech Day and all that is important about a child's primary education. It's from W Hodding Carter an American journalist and writer... who said

"There are only two lasting bequests we can hope to give our children. One of these is roots. The other, wings."

This is a powerful statement and in many ways it describes a great tension that exists for both us as educators and parents. It's the tension of holding on and letting go... give a child roots, give them everything they need in life to help them to hold on, give a child wings, give them everything they need to help them to fly and let go.

I'd like to unpack this quote ever so briefly in the context of a Claremont College education, and specifically as we come to the end of yet another big, productive and exciting year in the life of our wonderful school. For the boys and girls, you might be thinking what does this mean.

I need 2 volunteers... someone little in Kindergarten and someone big in Year 6.

ROOTS...FIRMLY PLANTED

It occurred to me that Claremont College is like a big bag of dirt. I am going to plant this little Kindergarten child in this very big pot, that I have with me here on stage.

Yes you heard me...dirt! But not just any dirt...it is a bag of Premium Mix. Nothing but the best at Claremont College. For a plant to grow and to get all of the nutrients out of the soil, it needs strong roots. Then the plant will flourish and be strong in life.

Academics...excellent results, high standards, focusing on our reading and our Maths, firm foundations, supporting children's learning expectations of doing your best, people who give their best... our teachers and Teaching and Learning support staff.

Honour our teachers

But it's not just about school, it's an education and let's throw in some Music, Art, Language and some sport. Water this with love and safety and nurture... and the foundations that come from learning about Jesus in God's word... and we have an education that gives a child roots... So what are the 'strong roots' that we give a child at Claremont? It's not just about school... it's an education and a childhood experience that helps a child have security, belonging

and an identity as an Australian and as an individual. At Claremont we value families, which is why we encourage mums and dads to get involved in the life of our school. We value our history and heritage, and our place in the community, and something that's becoming more and more important, we value our place in the world as a global citizen.

Girls and boys, I tell you this all the time, but I will say it again...God has blessed each one of you with gifts and talents and special abilities, according to his special recipe for each one of you. He has a plan and purpose for each one of you. Thank you mums and dads for choosing a Claremont College education, for entrusting your son or daughter in our care. It has been my privilege this year to do all that I can to ensure that your child is firmly planted and has the opportunities for learning and growing, and have wonderful memories of a rich, full and happy childhood.

WINGS FOR THE FUTURE...

Children can't stay children for ever... and here lies the tension. Education is not just about being rooted and planted as a child... you kids are well planted so that you can blossom and flourish and fly in the future.

As adults sometimes we do not want you to grow up. We wish you could stay kids for much longer. At other times, the world wants you to grow up too quickly. At times as parents we can be guilty of bombarding you with too much, stressing about who you will become, driven by your success and guilty of wishing away the precious years of childhood.

Thankfully we can have faith in God, whose love and grace, His goodness are all wrapped up in the perfect timing of His plans and purposes for our lives. That's why we need to draw close to Him, so that we become the people that He wants us to be.

But let's think about our Year 6 friend who wants to be a scientist when she grows up. A Claremont education all about preparing a child for the future. As the quote says, it's about giving you wings. Wings of hope, wings of expectation, of promise and possibility. I hope you do become a scientist because we really need more awesome Australian scientists, especially women scientists.

This is why at Claremont we have designed the delivery of our curriculum and every detail of our classrooms with great intentionality. We have a program that is rich and full of opportunities for growth, learning and discovery. This is why we focus on problem solving, creativity, innovation, risk taking, courage collaboration, critical thinking, stewardship, respect, responsibility and resilience and so much more.

A Claremont College education is not just about making each and every day a significant one... it's also about doing all that we can to ensure that your child is positioned for a significant future as well.

Today we celebrate the wonderful year that has been, and we celebrate with optimism, with hope and with faith for the future. Inspired for life...we say.

Today we will hear about just some of the highlights and achievements of the year... but we will also catch a glimpse of what a Claremont College education promises for the future.

Since 1882 We've Stood

A Claremont College education has existed for 132 years. My prayer is that in a few years time, a Claremont College education will not just finish at the end of Year 6, but one that spans Kindergarten to Year 12. This year I have worked harder than ever, hours upon hours each and every week in fact, to make this a possibility. I thank our Chairman, Rev Segart, Dr Scandrett and Andre Guille, our guests today, and others too, who have each worked hard to create a Claremont College Secondary Campus. In 1882 we commenced as a primary and high school. Let's pray that the seeds sown in today's hard work will enable our school to have wings for the future... that in the not too distant future, we may be a high school again. It's a prayer that I believe God can answer.

Give a child roots....

With feet firmly planted with strong foundations and values, and holding on to all that you are grounded in.

Give a child wings...

Where you aim high, looking forward with promise and potential. Where you let go because the sky is the limit with your great and mighty God.

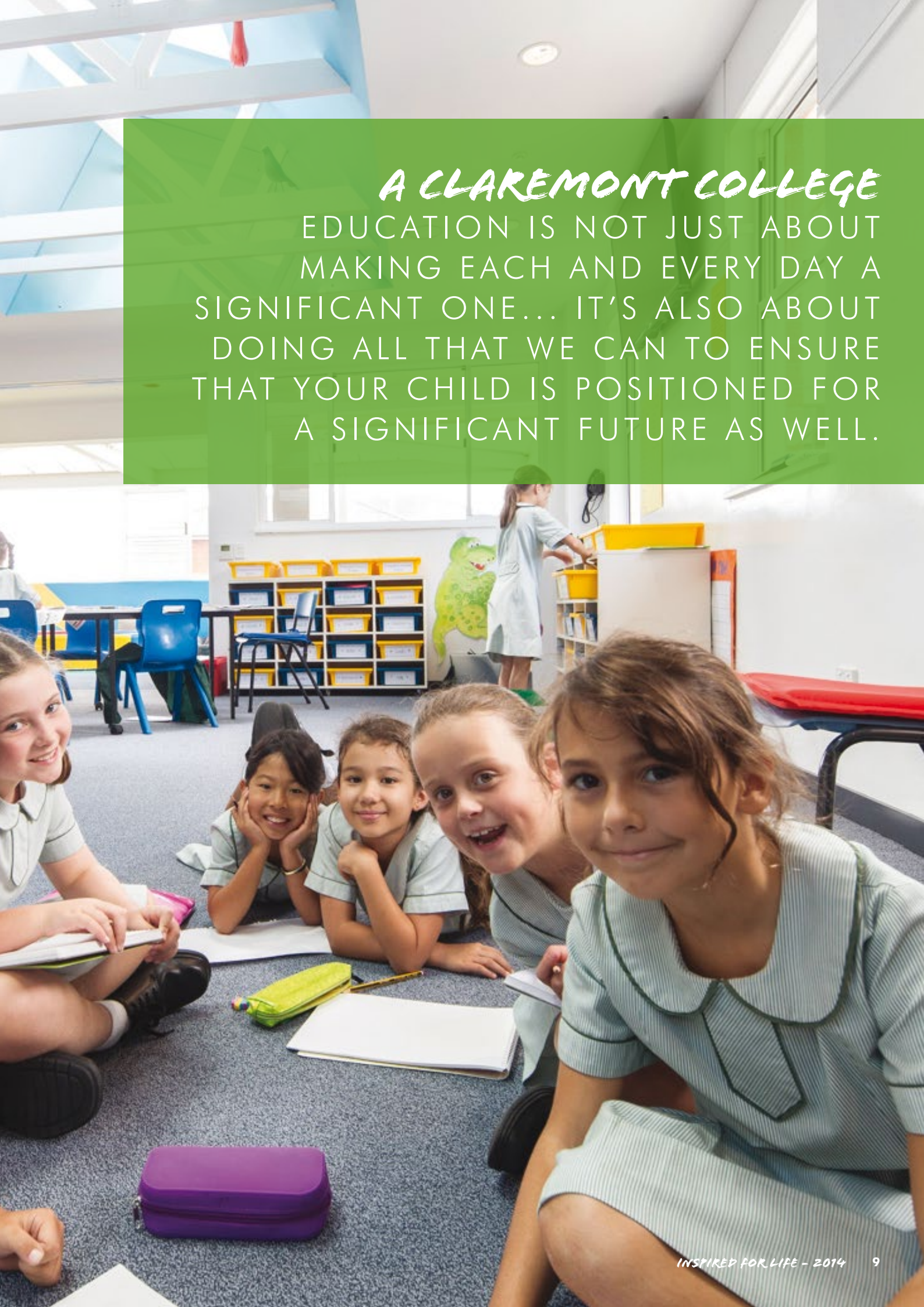
God can do anything you know. Far more than you could ever imagine or guess or request in your wildest dreams.

Ephesians 3:20

Thank you.

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



A photograph of a modern school interior with a green overlay containing text. The background shows a bright, airy space with large windows, blue and yellow storage bins, and a green dinosaur cutout. In the foreground, a group of young girls in school uniforms are sitting on the floor, smiling at the camera. They are surrounded by school supplies like notebooks and pencil cases.

A CLAREMONT COLLEGE
EDUCATION IS NOT JUST ABOUT
MAKING EACH AND EVERY DAY A
SIGNIFICANT ONE... IT'S ALSO ABOUT
DOING ALL THAT WE CAN TO ENSURE
THAT YOUR CHILD IS POSITIONED FOR
A SIGNIFICANT FUTURE AS WELL.

STUDENT PERFORMANCE IN NATIONAL TESTS

The School's Years 3 and 5 NAPLAN (National Assessment Program – Literacy and Numeracy) results for 2014 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 school areas for growth as well. The school's position on

The 'My School' website in comparison to 'statistically similar schools' and others in our local area is most favourable.

We were very pleased with our school's overall results for 2014.

Performance on NAPLAN and further comparative data is documented on the My School website:

<http://www.myschool.edu.au>

NAPLAN TEST RESULTS - YEARS 3 AND 5

Some data from our 2014 NAPLAN results:

Some highlights from our 2014 results are as follows.

	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy	Data, Measurement, Space & Geometry	Number, Patterns & Algebra
NAPLAN Year 3 2014							
% IN THE TOP 2 BANDS							
Claremont	71.9%	77.2%	59.6%	75.5%	78.9%	77.2%	64.9%
State Average	49.3	47.8	50.8	54.5	42.4	43.3	36.5
NAPLAN Year 5 2014							
% IN THE TOP 2 BANDS							
Claremont	75.6%	43.2%	75.6%	89.2%	81.1%	75.6%	78.4%
State Average	35.2%	17.6%	42.8%	44.5%	28.5%	23.5%	31.2%

The 2014 NAPLAN data also provided us with our students' performance in comparison to the AIS (Association of Independent Schools) schools across New South Wales. The following table not only compares our mean scores with 'All Schools', but provides a comparison to the mean scores of all New South Wales Independent Schools.

CLAREMONT COLLEGE YEAR 3 STUDENTS' MEAN SCORES ARE:

Reading 11.17% above All Schools and 4.71% above All AIS NSW Schools

Writing 5.94% above All Schools and 2.68% above All AIS NSW Schools

Spelling 4.29% above All Schools and 0.53% below All AIS NSW Schools

Grammar & Punctuation 11.53% above All Schools and 3.99% above All AIS NSW Schools

Numeracy 14.43% above All Schools and 7.8% above All AIS NSW Schools

Data, Measurement, Space & Geometry 15.68% above All Schools and 8.97% above All AIS NSW Schools

Number, Patterns & Algebra 13.10% above All Schools and 6.57% above All AIS NSW Schools

CLAREMONT COLLEGE YEAR 5 STUDENTS' MEAN SCORES ARE:

Reading 14.84% above All Schools and 9.13% above All AIS NSW Schools

Writing 14.84% above All Schools and 8.79% above All AIS NSW Schools

Spelling 11.20% above All Schools and 7.57% above All AIS NSW Schools

Grammar & Punctuation 20.29% above All Schools and 13.72% above All AIS NSW Schools

Numeracy 17.11% above All Schools and 11.62% above All AIS NSW Schools

Data, Measurement, Space & Geometry 17.76% above All Schools and 12.64% above All AIS NSW Schools

Number, Patterns & Algebra 16.17% above All Schools and 10.23% above All AIS NSW Schools

TEACHER STANDARDS AND PROFESSIONAL LEARNING

TEACHING STANDARDS

In 2014

Teaching staff	29
Full-time equivalent teaching staff	26.2
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>

STAFF OVERVIEW

Claremont College employed 29 teachers in 2014. These teachers comprised the Principal, Deputy Principal, 15 class teachers, a full time Teacher Librarian, 2.2 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 Teachers' Aides.

In 2014, Claremont College 21 non-teaching staff with a full-time equivalent of 14.3. The make-up of these staff included; 5 administrative staff, a full-time ICT Manager, a full-time General Assistant, 2 bus drivers and 2 Canteen Coordinators (shared role).

In 2014 no staff member was Aboriginal or a Torres Strait Islander.

ACHIEVEMENTS

In 2014, 1 New Scheme Teacher was accredited through the NSW Institute of Teachers at the level of 'Professional Competence.'

In 2014, 1 teacher was accredited by ISTAA (Independent Schools Teacher Accreditation Authority) at the level of 'Experienced Teacher'.



PROFESSIONAL LEARNING

All staff participate in training and professional development at Claremont College.

In 2014 professional development at Claremont College can be summarised as follows;



Whole Staff Professional Development Days across 2014 included training on Australian Curriculum-English, Mathematics and Science; Gifted and Talented Education, School Culture Responsibilities, Whole School Spelling Program and Christian Education. Shared vision and goal setting continued to be a significant focus in 2014, with staff working closely with 'New River' Consultancy on developing our Core Values, co-teaching and collaboration and Growing Leadership Strengths.

A sample of courses undertaken by staff during 2014 includes; Australian Curriculum, iPads in education, Indigenous Education, writing, literacy, Autism Spectrum Disorders, behaviour needs, Christian Education, and Music. Staff ratings for the achievement of each Professional Development Day's outcomes was very high.

Additional training and procedural review included a comprehensive Staff Induction Program, WHS, Risk Management, manual handling, anaphylaxis, asthma, CPR refresher, and training, child protection, Staff Code of Conduct and staff professional resilience 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.

The Principal and other staff travelled to Perth to visit and learn from St Stephens Anglican School

and also the Green School and Bali Public School in Indonesia with the aim to establish a sister-school partnership in future years. Attendance at professional conferences remained a key priority in 2014 with staff attending the CEFPI Conference in Adelaide and the PETTA National Conference.

Two members of staff presented two papers at the NSW AIS 'Growing Teachers, Transforming Schools' Conference on the topic of 'Transforming Learning Spaces and Pedagogy'.

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

In 2014, a number of staff continued their post-graduate Masters courses and completed other post-graduate studies.

Claremont College was successful in receiving funding in 2014 and 2015 to establish an Educational Research Project and 'Embedded Excellence' school improvement. Both grants were successful through the NSW Association of Independent Schools.

The school's commitment to training new staff with attendance at support meetings for new scheme teachers.

Claremont College has a professional development budget in line with the College's priorities. The expenditure on professional learning in 2014 was \$30 727 which averages as \$1060 per teacher.

See http://www.claremont.nsw.edu.au/professional_learning_opportunities.html

STUDENT POPULATION PROFILE

360 students attended Claremont College in 2014 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

96.2% of students attended school on average each school day in 2014. The breakdown of attendance for each year level is as follows:*

Kindergarten	96.4%
Year 1	97.1%
Year 2	96.1 %
Year 3	96.9%
Year 4	94.6%
Year 5	95.5%
Year 6	96.9%

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**

3.8%

Daily Student Absences

96.2%

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, 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
Student Care Policy encompassing <ul style="list-style-type: none"> • the pastoral care system • Social Skills Program • Anti-bullying Policy • Student Leadership Policy • Discipline Policy (see Section B) • Homework Policy 	Revised in 2012.	Full text in school intranet (Edumate). Hardcopy available on request. School expectations reiterated from time to time in newsletters (Issued to all staff).
Child Protection Policy encompassing <ul style="list-style-type: none"> • definitions and concepts • legislative requirements • preventative strategies • reporting and investigating "reportable conduct" • investigation processes • documentation 	Full staff training on Child Protection including all administration, support and tutors for extra subjects, conducted annually.	Full text in school intranet (Edumate). Hardcopy available on request.
Code of Conduct for the Care and Protection of Children <ul style="list-style-type: none"> • Code of conduct for staff and students 	Revised annually (February 2015)	Full text in school intranet (Edumate). Hardcopy available on request.
Staff Handbook <ul style="list-style-type: none"> • Casual Staff handbook • Staff Induction Policy and Procedures • School Handbook 	Annually revised and discussed with staff in January 2015 Guidelines and Social Networking Policy	Issued to all staff.
Supervision Policy encompassing <ul style="list-style-type: none"> • duty of care and risk management • levels of supervision for on-site and off-site activities • guidelines for supervisors 	Revised in March 2012	Full text in school intranet (Edumate). Hardcopy available on request.

Policy	Most Recent Changes	Access to full text
Security and Visitors Policy Including measures implemented; <ul style="list-style-type: none"> • the safety and well being of students, • premises and buildings • use of grounds and facilities 	Revised in March 2012	Full text in school intranet (Edumate). Hardcopy available on request.
<ul style="list-style-type: none"> • Workplace Health and Safety Policy • First Aid and Medication Policy • Sun Protection Policy • Emergency Evacuation Policy • Lockdown Procedures • Serious Incident Management Plan 	Policies revised 2012 WHS procedures updated and reviewed annually. Staff communication and consultation arrangements reviewed annually First Aid and medication procedures revised and implemented updated 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 in school intranet (Edumate). Hardcopy available on request.
Communication Policy <ul style="list-style-type: none"> • 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. 	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.
OOSH Policies and Procedures	Created June 2012 and no longer used from Jan 2014 due to OOSH external provider.	
Discrimination, Harassment and Bullying Statement for Employees, Contractors and Volunteers	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. This policy is being revised in 2015 with parent, student and staff consultation.

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. This policy is to be reviewed in 2015.

COMPLAINTS AND GRIEVANCES RESOLUTION POLICY

The school operates under 'School Grievance Procedures Policy' (Developed March 2012 and no changes made since) and the document 'Guidelines for addressing complaints' and is supported by a policy adopted by the Sydney 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.

OTHER SCHOOL POLICIES

(with date of most recent revision)

School Context and Vision

Mission, Core Values & Priorities 2014
General Information about the Educational Context of the School 2014

Staff Policies

Staff Handbook 2015
Unlawful Discrimination Statement 2012
Casual Staff Handbook 2015
Alternate Qualified Teaching Staff 2012
School Handbook 2015
Staff Induction Policy and Program 2015
NSW Institute of Teachers Policy 2012
Mentoring Policy 2009
Information Technology Code of Use Policy 2014
Unlawful Discrimination Harassment and Bullying Policy 2013
Equal Opportunity Guidelines 2007
Staff Code of Conduct 2014
Recommended Protocols for Internal Investigation and Disciplinary Proceedings 2010
School Grievance Procedures Policy 2012
Policy on Unlawful Workplace Discrimination, Harassment and Bullying 2011
Staff Supervision Policy 2010
Staff Dress Code 2014
Social Networking Policy 2014

Curriculum

General Curriculum Documents

Homework Policy 2014
Presentation of Work Policy 2014
Programming Guidelines 2012
Class Teacher Programming Policy 2014
Specialist Programming Policy 2014
Assessment and Reporting Policy 2012
Learning Support, Special Needs, G&T Policy 2014

Curriculum Documents

English 2014
Mathematics 2014
HSIE 2014
Science 2014
Creative Arts 2012
PDHPE 2012
Christian Studies 2014

Student Welfare

Student Care Policy 2012
Discipline Policy 2012
Social Skills Program 2012
Anti-Bullying Policy 2012
Claremont College Child Protection Policy 2014
Guide to Reporting 2012
Supervision Policy 2012
School Leadership Policy 2012

Compliance

WHS Policy Statement 2014
Work Health and Safety Information Sheet
General WHS Checklist 2014
Health and Safety Guidance Notes 2012
Workplace Rehabilitation Statement 2014
WHS Consultation Statement 2014
Staff WHS Statement 2014
First Aid Procedures 2014
Anaphylaxis Guidelines 2012
Sun Protection Policy 2014
Security and Visitors Policy 2014
Emergency Evacuation Policy and Procedures 2014
Lock Down Procedures 2014
Serious Incidents Management 2015
Animal Research Authority 2014
P&F Food Handling and Safety Guidelines (draft)

General School Policies

Enrolment of Students Policy 2014
Application for Enrolment 2012
Student Attendance Policy 2012
Exemptions from Enrolment Policy 2012
Student Attendance Policy and Procedures (Support Document) 2012
Responsible Person School Policy 2012
Guidelines for Addressing Complaints 2012
Notifications to the NSW Board of Studies Policy and Procedures 2012
Educational and Financial Reporting Policy 2013
Communication Policy 2012
Privacy Compliance Manual 2014
School Uniform requirements 2014
Privacy Policy 2014
Student-Parent Acceptable use of Computers and Technology 2014
Parent Publications Permissions and Privacy 2014
Beginning of Year Parent Cover Letter 2014
Purchasing Procedures 2014
Petty Cash Procedures 2014
Traffic Management 2014

SCHOOL-DETERMINED IMPROVEMENT TARGETS

AREAS FOR IMPROVEMENT AND ACHIEVEMENT OF KEY PRIORITIES IDENTIFIED FOR 2014

All areas ongoing improvement 2014 and beyond

Teaching and Learning

- Australian Curriculum development: English, Mathematics and Science
- Broad learning opportunities
- Challenging and differentiated education programs, development of G&T model
- Global and digital citizenship opportunities
- Co-teaching K-6
- Visible learning
- Thinking and learning skills
- Valuing the power of story telling
- Faith and leadership programs
- Co-curricular programs
- Assessment for Learning
- Measurement of student performance through NAPLAN and standardised tests
- Rewarding and celebrating the academic and other achievements of students
- Engaging with new technologies

Buildings and Facilities

- Flexible and dynamic learning spaces including the refurbishment of the Year 2 and 3 classrooms
Completed

Staff Development

- Maintain high staff morale
- Ongoing professional learning of staff

Student Welfare

- Pastoral care programs
- Focus on developing resilience

School Community and Wider Educational Community

- Sustainable school initiatives
- School community events – K-6 School Musical ‘I’m The Greatest Star’
- Contributing to the professional learning of the wider educational community by providing tours of our ‘lighthouse’ school

AREAS FOR IMPROVEMENT AND KEY PRIORITIES FOR 2015

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

Continued development and implementation of the Australian Curriculum

Rewarding and celebrating the academic successes and other achievements of students

Making student learning more visible through learning intentions

• **Maintaining student well-being**

Reviewing the schools student well-being policies with particular focus on anti bullying

Targeted programs including social skills, cyber safety and leadership training

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

Partnership with Bali Public School

School community trip to Bali

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

Further development of the co-teaching process through the AIS Educational Research Project.

Creating a culture of improvement through the AIS Embedding Excellence Grant

• **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

• **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**

Continuation of refurbishment project including the Clondarra Music Centre and Kindergarten and Year 1 classroom planning

Upgrade of ICT infrastructure – server hub

Reception and Administration refurbishment

Aligning core values to the visible environment eg Indigenous Art project, gardens and play spaces

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

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

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

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 2014 again focussed on developing student resilience using the 'Resilience Doughnut' model. The 'Leadership Conference Week' in for students in Years 5 and 6 reinforced this theme as well as equipping students with skills for dealing with bullying and teasing.

Also in 2014 our Personal Development and Social Skills Programs across all grades. The Year 5 'Nanny and Poppy Buddy Program' continued. This Program involved fortnightly visits by the students to 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 2014 including the Vanuatu Cyclone Appeal, The Cancer Council, The Sydney Children's Hospital 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.





PARENT INVOLVEMENT

IS VALUED AND ENCOURAGED ... THE SCHOOL ACHIEVES THIS IN A VARIETY OF WAYS... SUCH AS THE FIRST EVER, CLAREMONT CHRISTMAS 'STUFF THE BUS' CHARITY INITIATIVE.



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 such as the first ever, Claremont Christmas 'Stuff the Bus' Charity initiative.

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 2014".

In 2014 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 kids), and were invited to attend information sessions on the Australian Curriculum.

Claremont College actively promotes and encourages fathers to get involved in the life of the school. The Dads' barbecue in February was attended by 75 fathers who listened to a talk presented by the Principal on "How to get involved in your child's education".

The work of the School Counsellor is an integral aspect of the life of the College. In 2014, 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 grievance policies and procedures.

Staff satisfaction also continues to be very high level and feedback from staff was collected informally, from team meetings held with 'New River' Consultancy and also via a staff survey conducted in May.

Claremont 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.

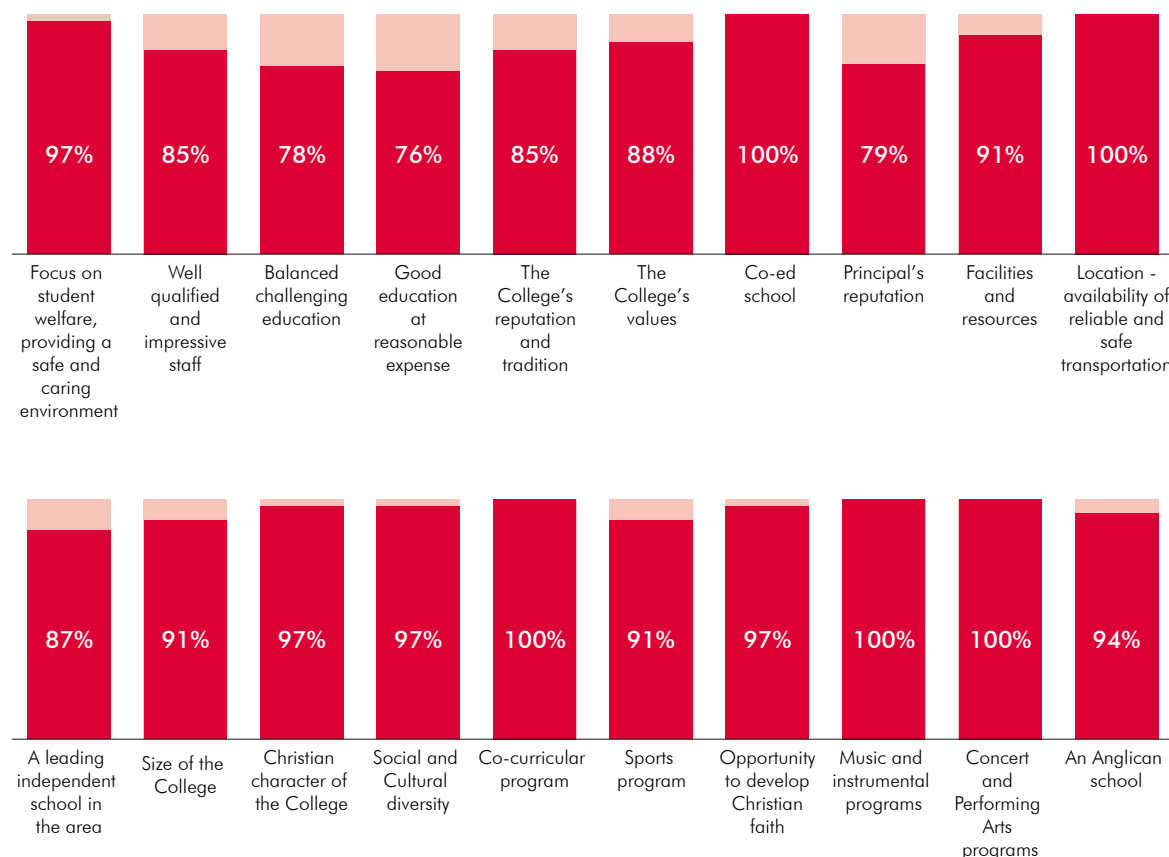
The feedback from these surveys greatly assists the College with its operational and strategic planning and its determination to continually improve the value proposition and educational experience offered to the students.

In 2014, 33 parents and 46 students (100%) from Year 6 completed surveys, and provided views on such areas as academic performance, pastoral care, Christian education, co-curricular, sport, academic and key learning areas, communication, reputation and facilities.

Parent Views

A selection of the 2014 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:

2014 Claremont Yr 6 Parents - Expectations Met/Exceeded (First 10) (n=33)





Some 2014 Year 6 Parent quotes on what they value about Claremont College

Most of the teachers! and the care and love they have shown for my daughter. We have been very lucky. My daughter has loved her time at Claremont and we are appreciative of her education and the pastoral care she has received there. She has also been given many opportunities in music, drama and dancing.

My boys loved every minute of their years at Claremont. They were nurtured and educated just as we hoped they would be. This will remain with us as a family for the rest of our lives.

Caring and happy learning place with children helped to do their best.

The children, and the family more generally, has made some wonderful friends. Sets the children up well for high school.

It's nurturing environment. The students and families that attend the College. Caring and encouraging teachers.

Nurturing environment that makes everyone feel special and safe.

Knowing that my children are safe and extremely well looked after and their subsequent happiness at Claremont.

Claremont seems to have achieved a very balanced approach to education, with good support & encouragement in all aspects of school life.

We value everything about Claremont College and feel very privileged to have been able to educate our children here. If I had to choose one thing that stands out, it would be the school's environment because it enables students to feel safe, valued and able to fail!

We value the rounded education that Claremont provides our children and the nurturing environment that it is, which allows the children to flourish.

Overall it's an excellent well balanced school. My son really enjoyed his experience there.

Claremont has provided a safe environment where my child has grown and flourished.

The experience of being part of a wonderful community that has embraced a wide variety methods of education to give children a great primary experience.

The consistent teaching and meeting the needs of my child's growth and development.

Friendships & seeing our child grow into a beautiful child.

Preparation, transition and readiness for high school

In 2014, Claremont College commissioned a new 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 included the following comments;

"Yes, incredibly positive at the teacher/parent night (7 teachers). A common theme was that our son was often the first to ask for help and seek clarification which helped others to the same, that he was proactive with his learning and had a keen attitude in class, he had an exceptional EQ and was very quick to notice those in trouble and would assist others freely. He was praised for working hard, being well mannered and being an active and productive member of the class group."

"The general consensus has been that students from Claremont are well adjusted individuals who seem well prepared for high school in relation to other students from other schools."

"Everyone says 'We love Claremont boys - we wish Claremont was our feeder school'. In fact our new high school said the same thing about Claremont girls. What I've noticed is all the older ex- Claremont students (those in years 8-12) really look after the new year 7 boys and girls from Claremont on the school buses and especially at school. This caring for others attitude has been taught at Claremont and shines through in high school - they still look out for each other and know their names even if it's been 5 years since they've seen each other!"

"The Claremont Year 6 teachers did an outstanding job in preparing the kids for high school. I can't thank them enough! The regular homework and assignments in year 6 and encouragement to have a strong work ethic was definitely an area the school excelled at. Also the penalties and consequences for not doing homework is great preparation for high school. In fact, all Claremont boys who went to Scots College constantly receive merit awards

for homework and class behaviour! Claremont is fantastic at encouraging effort. My son and another Claremont boy now in high school are currently in the Top 10 in Year 7 for Academic Effort - out of 210 boys! Claremont excel at teaching kids how to treat others, to show respect for peers, respect for teachers, respect for the community and our environment, manners, pride in school uniform and the importance of serving others. The Christian teaching at Claremont is outstanding. My son continues weekly lunchtime bible study group on Wednesdays and Thursday lunchtime crusaders group in high school because it was the "normal" thing to do at Claremont. All the extra curricular activities on offer at Claremont helped prepare my son for high school. He was so used to doing so many things at Claremont (at lunchtime, before and after school) that the transition to high school was a breeze - he joined the choir, orchestra, Christian group, debating team, drama production and signed up for extra sport training, homework club and maths help! Claremont always encourages kids to try new things. Some of the boys who came from other primary schools really struggled to keep up with the pace. All the wonderful things on offer at Claremont help with this transition - such as the school concert, dance fever, gala days, music groups, recital nights, chess clubs etc. Claremont parents complain sometimes that there is so much on at the school but I can really see the benefits now of all the extra activities and tuition available at Claremont. Claremont boys are way ahead in this area in high school and having the confidence to join groups because they are already familiar with these activities in primary school, really helps the boys make friends quickly and feel a sense of belonging at high school."

P&F PRESIDENT'S REPORT

(Presented at Speech Day 2014)

On behalf of the Claremont College P&F I would like to thank the school community for all your generous support this year. We organised 15 various events and initiatives and raised \$28,000. Those funds will be donated towards various resources including equipment for the new Music Centre,

Hands-on science equipment, Representative Sports Uniforms for gala days and Outdoor and Indoor play equipment for the new Year 2 and 3 classrooms. All the events organized this year have strengthened our community and given children, parents and friends many opportunities to come together and celebrate being part of such a great school.

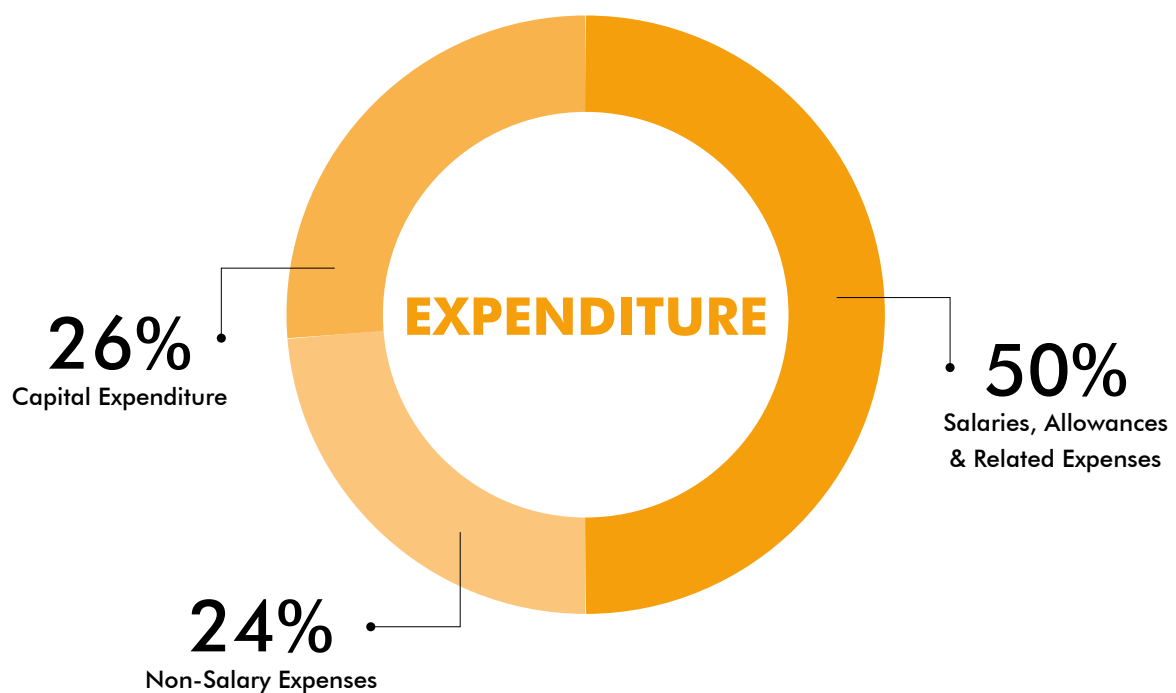
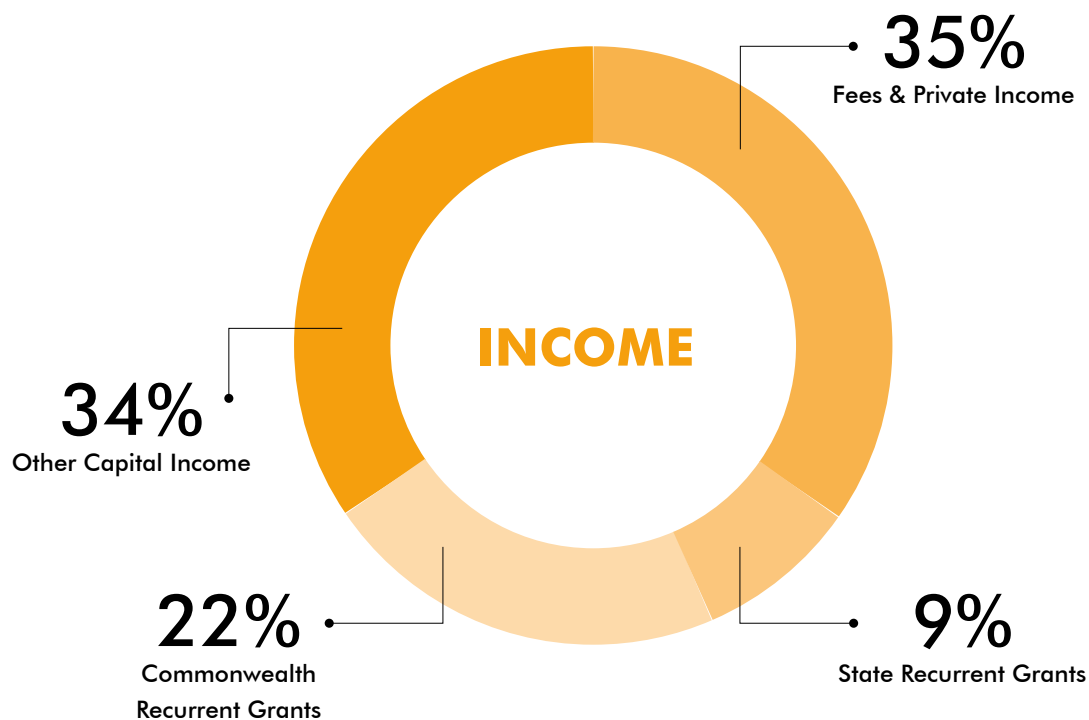
Perhaps the most satisfying and rewarding element this year has been our ability to assist others in our local community. The recent donation of \$3000

towards the Clown Doctors charity at Sydney Children's Hospital, thanks to the amazing success of the Cirque Du Claremont evening, as well as the recent successful Stuff The Bus campaign, which will help many families during this Christmas period, are great examples of what we can achieve as a school and how we can come together to help others.

On behalf of the P&F Executive I would like to thank all the many people who have given their time, energy, expertise and kindness in helping the P&F in so many ways this year. Whether you organized or volunteered on an event, were a fabulous class representative or attended a meeting, thank you all so very much. I wish you all a very happy and safe Christmas and a wonderful New Year.

Katy Rowden
P&F President
(December 2014)

SUMMARY FINANCIAL INFORMATION FOR 2014

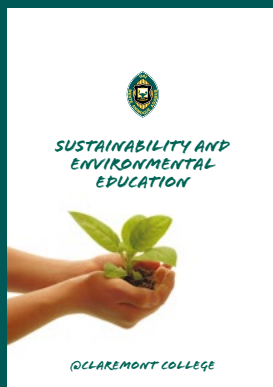
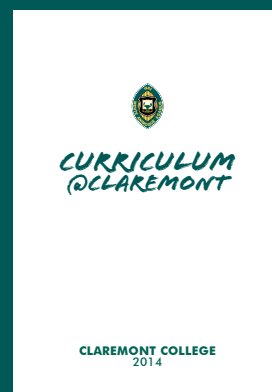
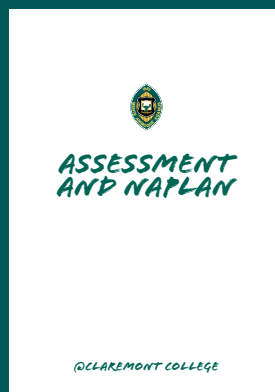
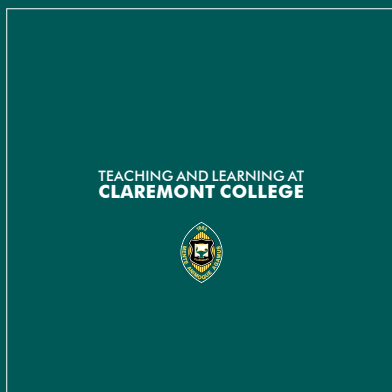


GOD CAN DO ANYTHING
YOU KNOW. FAR MORE
THAN YOU COULD EVER
IMAGINE OR GUESS OR
REQUEST IN YOUR
WILDEST DREAMS.

EPHESIANS 3:20

OTHER PUBLICATIONS 2014

Available from the College website or a hardcopy from the School Office.





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