

OUR STORY OUR VISION





OUR MISSION

CLAREMONT COLLEGE - A CARING CHRISTIAN ENVIRONMENT IN WHICH EACH CHILD CAN DEVELOP ACADEMICALLY, PHYSICALLY, EMOTIONALLY, SOCIALLY AND SPIRITUALLY.







Claremont College inspires for life

UNDER THE GUIDANCE OF ALMIGHTY GOD AND INFORMED
BY THE ANGLICAN SCHOOLS CORPORATION MISSION AND
PHILOSOPHY OF EDUCATION, WE STRIVE WITH VIGOUR AND
CONFIDENCE TO GROW AND IMPROVE THE QUALITY OF OUR
PRACTICE AND EXPAND OUR SCHOOL COMMUNITY.



OUR VISION

CLAREMONT COLLEGE IS A 'CITY ON A HILL';

A PLACE OF FAITH IN CHRIST, HOPE,

AND LOVE THROUGH EDUCATION.

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

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

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

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

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

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

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

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

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

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

AT CLAREMONT COLLEGE WE SEE A SCHOOL OF INFLUENCE

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

AT CLAREMONT COLLEGE WE SEE A SCHOOL THAT SHARES ITS LEARNING

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

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

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

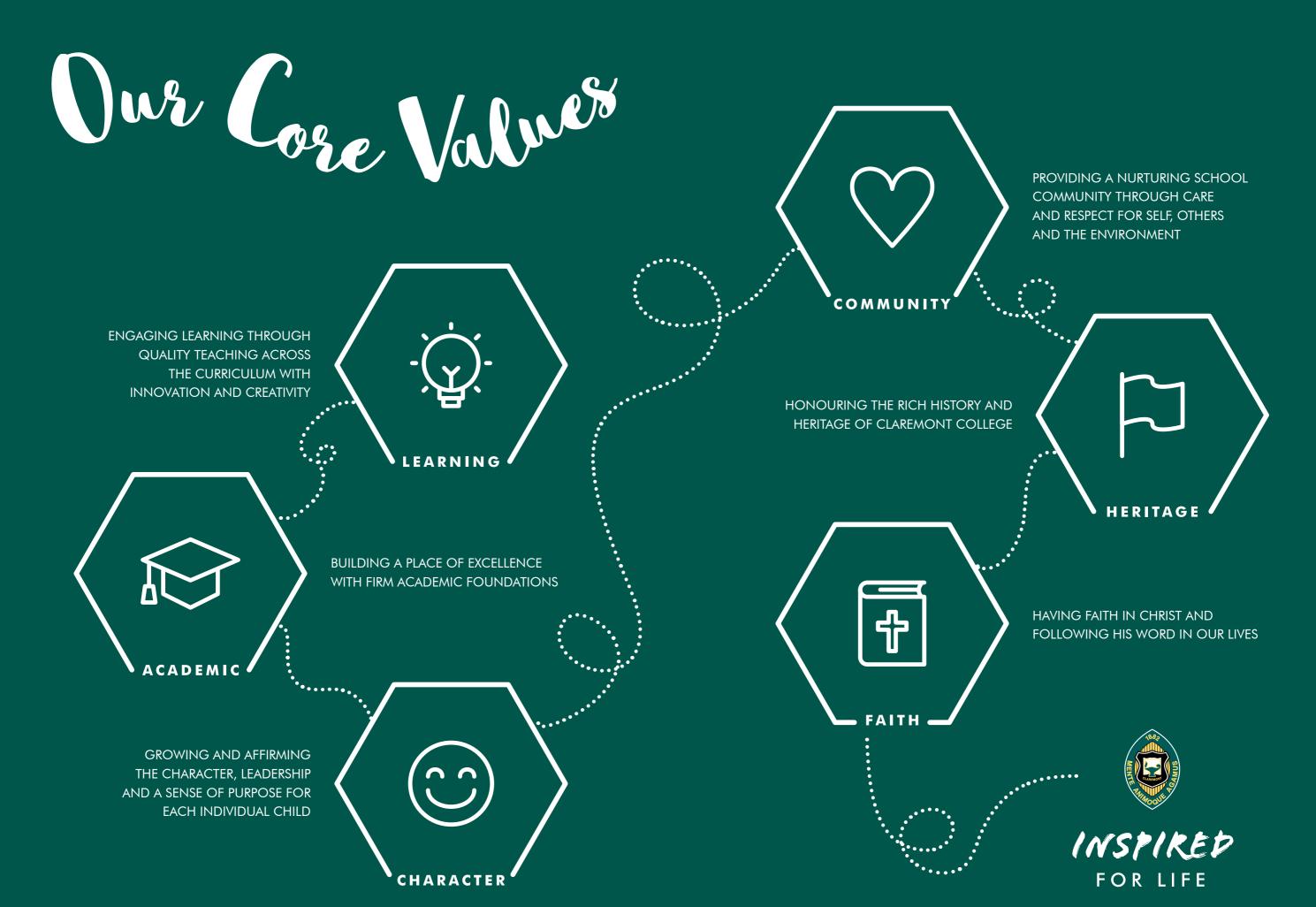
AT CLAREMONT COLLEGE WE SEE A SCHOOL THAT CHALLENGES MINDSETS AND PRECONCEPTIONS

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

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

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





LEARNING

Claremont College is driven by a deep belief that every student is capable of successful learning. Students, teachers and parents collaborate together, guided by a clearly developed learning process. Thinking and learning skills are taught explicitly and utilised in all learning experiences and opportunities. Differentiated and personalised learning challenges ensure the best possible outcomes for each student by promoting his or her creativity, individual passions, gifts and talents. The Christian Philosophy of Education at Claremont College provides a framework for children to learn and understand that their talents are given by God for them to nurture, lead with and serve others.

Parents are regarded and appreciated as 'partners' to better understand and provide for their child's learning and well-being needs. For learning to thrive, high priority is given to building and maintaining positive and caring relationships between staff, students and parents.

Our School provides a creative and flexible learning environment with an emphasis on innovative technology. Claremont College is a safe, respectful, tolerant and inclusive school and one that promotes individual resilience, intellectual rigour and confidence, while equipping students for future success in the workplace and for life-long learning.





STRATEGIES TO ACHIEVE THIS GOAL:

PROVIDE A CHRISTIAN WORLDVIEW TO HELP STUDENTS UNDERSTAND THE WORLD, AS WELL AS THEIR PURPOSE AND THEIR PLACE IN IT BY:

- → using authentic problem solving within a local, national and global context
- → providing opportunities for service learning; and
- → understanding people and their stories.

ENABLE ALL STUDENTS TO UNDERSTAND HOW THEY BEST LEARN AND IDENTIFY THEIR STRENGTHS, GIFTS AND TALENTS BY:

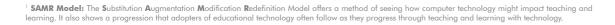
- → increasing their awareness of their personal dispositions for thinking and learning
- assisting students to develop their student voice to determine the direction and nature of their learning.
- developing personalised learning pathways and opportunities through authentic problem solving and project based learning; and
- → working in consultation with parents and families to develop learning plans and goals.

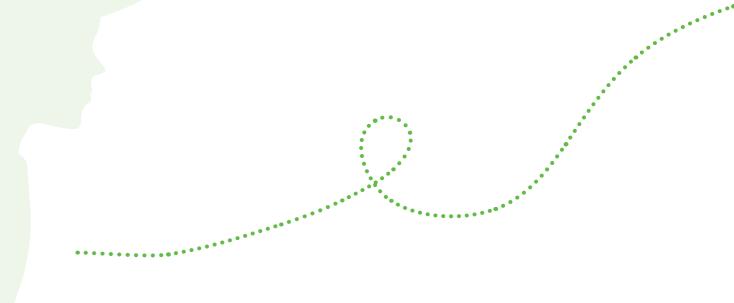
DEVELOP A SHARED LANGUAGE AND FRAMEWORK TO ARTICULATE WHAT IS SUCCESSFUL LEARNING AT CLAREMONT COLLEGE BY:

- → increasing student awareness and understanding of how learning intentions increase their knowledge of the intended learning; and
- → understanding how knowledge of success criteria leads to improved outcomes.

USE TECHNOLOGY AND INNOVATION BY:

- → designing learning experiences using the SAMR Model¹ to bring rigour, engagement and relevance to student learning; and
- → promoting entrepreneurial and problem solving skills so that students gain a strong sense of their rightful place as respected and responsible members of a local, national and global community.





CONTINUE TO CREATE AND MAINTAIN AN ATTRACTIVE AND STIMULATING PHYSICAL ENVIRONMENT THAT SUPPORTS AND PROMOTES LEARNING, POSITIVE RELATIONSHIPS, RESILIENCE, HEALTH AND WELL-BEING BY:

- → providing a place where students are engaged in their learning
- → being flexible in meeting the individual needs of students and the content of each lesson; and
- → embedding research-based principles regarding healthy childhood growth and development to learning.

VALUE AND RESPECT ABORIGINAL AND TORRES STRAIT ISLANDER PEOPLES, PERSPECTIVES AND HISTORIES BY:

- → increasing authentic learning strategies, opportunities and experiences within the curriculum and wider life of the School
- → actively promoting reconciliation, equality, justice and provision for Aboriginal and Torres Strait Islander peoples; and
- → seeking authentic ways to connect Claremont College with local indigenous communities.

CELEBRATE, VALUE AND APPRECIATE THE DIVERSE CULTURAL BACKGROUNDS OF OUR STUDENTS, ADDING TO THE DEPTH AND RICHNESS OF OUR SCHOOL COMMUNITY BY:

- → increasing our connections with the local community; and
- → thoroughly embedding the Australian Curriculum 'Cross Curriculum Priorities' and the 'General Capabilities'.



Claremont College has a professional team of expert teachers and teaching support staff who strive to provide the very best learning opportunities for all students. Christian staff model their faith through their daily interactions with children, parents and colleagues. Staff structures at Claremont College reflect the diverse learning needs of our students. Our School culture highlights the shared responsibility for student learning and success. A culture of continuous professional growth includes in-house professional learning, mentoring and coaching.

Pedagogy refers to the method and practice of teaching. The Principal, leadership team and all teachers recognise that highly effective teaching and pedagogical practices are key to improving student learning. The School is committed to encouraging the use of research-based teaching practices to ensure that every student is engaged, challenged and learning intentionally and successfully. All teachers understand and use effective teaching methods - including explicit instruction - to maximise student learning. The Anglican Schools Corporation Philosophy of Christian Education underpins teaching at Claremont College.



OUR GOAL IS TO DEVELOP AND EXTEND STAFF KNOWLEDGE, UNDERSTANDING AND IMPLEMENTATION OF THE MOST EFFECTIVE EVIDENCE-BASED TEACHING PRACTICES.

STRATEGIES TO ACHIEVE THIS GOAL:

DEVELOP THE CLAREMONT COLLEGE CO-TEACHING MODEL BY:

- → creating further opportunities for teachers to work together and learn from each other
- → informing staff of proven research and current evidence-based teaching practices within and outside the School
- → the School leaders, including the Principal, spending time collaborating with teachers, providing feedback on teaching and, where appropriate, modelling effective teaching practices
- → teachers demonstrating a shared commitment to the improvement of teaching, self-reflection and an openness to giving and receiving feedback
- → teachers collaboratively planning, delivering and reviewing the effectiveness of their practice
- → building a 'professional learning community' within the School by utilising the expertise of existing staff; and
- → informing the parent community of research, contemporary educational thinking and best practice in teaching.

NURTURE A CULTURE OF PROFESSIONAL LEARNING BY:

- → promoting teaching excellence reflected by student engagement, growth, achievement and success
- → the Principal and other School leaders leading and modelling professional learning
- → providing intentional and accessible high quality professional learning opportunities with clear success criteria
- → developing staff expertise through high levels of pedagogical knowledge and skills
- → embedding emerging technologies to enhance effective teaching methods
- → the School Leadership Team prioritising application of research on effective teaching practices; and
- → developing links with tertiary institutions for research projects, teacher training and professional learning.

OUR GOAL IS TO ATTRACT AND RETAIN TALENTED AND HIGHLY PROFESSIONAL CHRISTIAN STAFF.

STRATEGIES TO ACHIEVE THIS GOAL:

PROVIDE EXCELLENT FACILITIES, SPACES AND RESOURCES TO EQUIP TEACHERS FOR TEACHING SUCCESS BY:

- → improving staff amenities
- → improving classroom spaces; and
- → applying research-based principles for healthy staff morale and satisfaction in the workplace.

PROVIDE SYSTEMS AND PROGRAMS FOR PROFESSIONAL GROWTH BY:

- → actively supporting, encouraging and affirming staff in the expression of their Christian faith in their leadership, teaching and contribution to the wider life of the School
- → celebrating the successes of all staff
- → providing opportunities for our staff to contribute to the broader educational community both nationally and internationally
- → developing and implementing staff mentoring programs
- → developing a comprehensive and systematic appraisal process for all members of staff; and
- → encouraging and supporting staff to embark on further postgraduate study.

TARGET RECRUITMENT PRACTICES THAT ATTRACT TALENTED STAFF WHO PROFESS AND LIVE OUT THEIR CHRISTIAN FAITH BY:

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- → developing the Intern Teacher Program; and
- → developing links with tertiary institutions to target talented Christian graduate teachers.

PRIORITISE THE STAFF WELL-BEING GOALS AND STRATEGIES IN SECTION 3

STUDENT AND STAFF WELL-BEING

The Principal, School Leadership Team and all teachers acknowledge that happy, healthy, resilient and confident children are vital to secure a strong future for Australia and our world. Claremont College provides an environment that is nurturing, respectful, caring and safe. This is vital for successful learning and reflects our School's reputation and the positive ethos that makes Claremont College an exciting, stimulating and welcoming place.

The central role of the whole staff in the learning process is also acknowledged. Given the demands placed on teachers and support staff in our rapidly changing society, along with the demands of compliance and other workplace expectations, the importance of the well-being of all staff at Claremont College is integral to our healthy School culture.

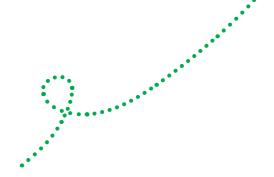




STRATEGIES TO ACHIEVE THIS GOAL:

CONTINUE TO DEVELOP A RICH SCHOOL CULTURE AND POSITIVE ETHOS THAT CREATES SELF-RESPONSIBILITY AND RESILIENCE LEADING TO POSITIVE BEHAVIOUR, ACHIEVEMENT AND PERSONAL LEADERSHIP BY:

- → surveying and analysing student well-being data
- → increasing opportunities for student voice to enhance each student's learning and whole school experience
- → assisting students to articulate their learning strengths and needs
- → actively promoting student engagement to grow their confidence and resilience
- → developing parent education and family support programs which will ultimately contribute to healthy and flourishing children and strong families; and
- → staff modelling positive and caring relationships with students to enhance opportunities for successful learning.



A SECOND GOAL IS TO BROADEN AND IMPROVE THE LEVEL OF STAFF WELL-BEING.



STRATEGIES TO ACHIEVE THIS GOAL:

ACKNOWLEDGE. ENACT AND COMMUNICATE THE IMPORTANCE OF STAFF WELL-BEING BY:

- → surveying and analysing staff well-being data
- → improving opportunities for staff voice across all aspects of school life
- → allowing staff sufficient time and support to put new initiatives into practice
- → facilitating professional learning from within the staff team
- → articulating the cultural expectations of staff in a Christian School, particularly; servanthood, respect, care for others and the model of Jesus
- → providing professional learning that supports teacher well-being
- → actively supporting individual career plans; and
- → developing a sustainable staff mentoring and appraisal process.



Guided by its Core Values, Claremont College seeks to expand its influence in many ways. We seek to impact the lives of our students, families and the lives of others with the Christian Gospel, proclaiming and demonstrating God's love for all people.

The Anglican Schools Corporation Board, the Claremont College School Council and School Leadership Team recognise the need for an additional campus to meet the secondary educational needs of our present and future students. Any expansion will remain firmly grounded in the Core Values, Mission and identity which have served the School so faithfully throughout its significant history. Expansion will further widen our capacity to serve God through educating children and young people with a Christian worldview, and will also support the Anglican Schools Corporation objective to grow its total number of students.

The ways in which a new campus would serve the needs of the Claremont College community remain fluid and will be determined by the size and location of any property acquisition. Along with a secondary school, an additional campus could also make provision for primary school children and children with special needs and/or disabilities. It is acknowledged that the possibility for expansion will be based on opportunity, strategic investigation and prayer.



OUR GOAL IS TO EXPAND THE INFLUENCE OF CLAREMONT COLLEGE THROUGH ITS EXCELLENCE AND INNOVATION IN LEARNING.

STRATEGIES TO ACHIEVE THIS GOAL:

- → contribute to the growth of the Anglican Schools → facilitate connections between local churches and Corporation
- → share Claremont College's learning and our story → partner with others to contribute and respond to with the wider educational community
- → partner with tertiary organisations to develop best → improve Claremont College's visibility and practice in teaching
- the School
- the needs of our local community; and
 - accessibility through its online presence.

OUR GOAL IS TO EXPAND THE INFLUENCE OF CLAREMONT COLLEGE THROUGH THE DEVELOPMENT OF ANOTHER SIGNIFICANT CAMPUS OR OTHER CAMPUSES.



- → commit this important goal to Almighty God → actively pursue options for the financing of this
- → work collaboratively with all stakeholders, particularly Claremont College parents and the Anglican Schools Corporation Board, in all aspects of this venture
- project; and
- → actively seek expert advice through consultation with the wider community.





GOVERNANCE AND LEADERSHIP

Claremont College is grounded in strong, collaborative governance, guided by the Mission and Objectives of the Anglican Schools Corporation and committed to the School's growth and ultimate success. The Claremont College School Council is comprised of Christian men and women, experts in their own fields of endeavour, who are prayerful in their leadership, decision-making and support, and sacrificial in their service to God and to the School.

The ongoing success of Claremont College is found in strong Christian leadership. This leadership must understand the strategic issues necessary to utilise stakeholders, specifically talent, for sustainable growth and competitive advantage.





OUR GOAL IS TO EXPAND AND STRENGTHEN THE CURRENT SCHOOL COUNCIL.

STRATEGIES TO ACHIEVE THIS GOAL:

- members along with additional skills needed for future endeavours
- → seek and appoint additional School Council members with skills that will assist the achievement Council members to extend their knowledge of the School's strategic objectives
- → identify strengths of current School Council → provide regular opportunities for School Council members to extend their knowledge of leadership and governance in school settings; and
 - and understanding of how children learn at Claremont College.

OUR GOAL IS TO PLAN FOR THE SUCCESSION OF KEY ROLES IN THE SCHOOL.

STRATEGIES TO ACHIEVE THIS GOAL:

- → identify the key leadership roles at Claremont College within the context of an organisational plan
- → develop a succession plan for key leaders
- → actively grow the leadership capacity of all teachers to enable them to take on leadership roles beyond the classroom
- → prioritise the development, expertise and emerging leadership capacity of all non-teaching staff
- → develop the growth plans of individual members of staff with identified talents; and
- → actively support the career plans of individual members of staff through appraisal and mentoring processes.

STRATEGIC PLAN 2016 - 2020 27 **26** CLAREMONT COLLEGE





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THIS STRATEGIC PLAN IS THE RESULT OF COLLABORATIVE EFFORTS
OF THE SCHOOL COUNCIL, THE PRINCIPAL, THE LEADERSHIP TEAM,
STAFF, PARENTS AND YEAR 6 SCHOOL LEADERS ACROSS 2015.

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