



CLAREMONT COLLEGE

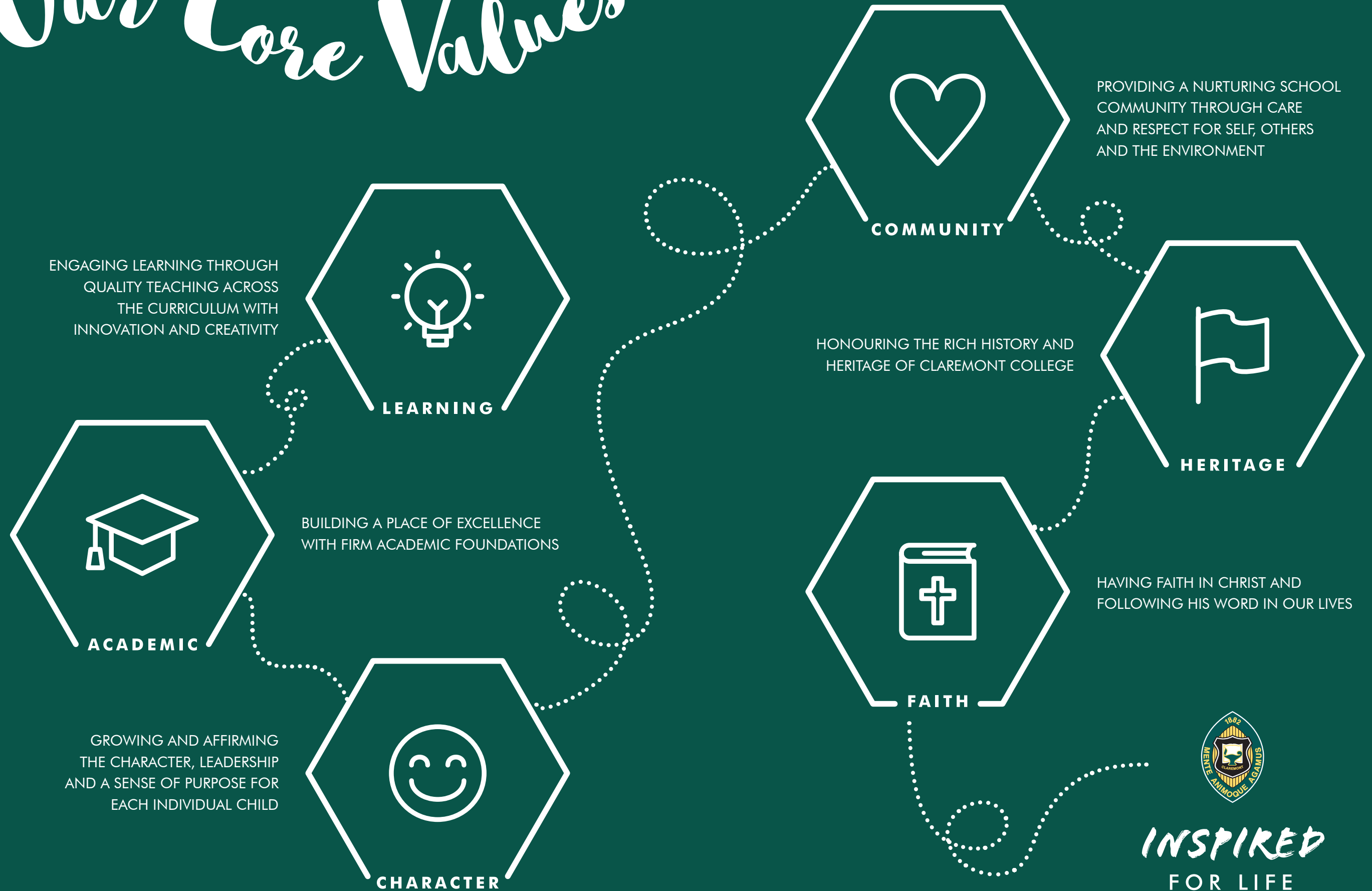
ANNUAL REPORT **2018**



INSPIRED FOR LIFE

OUR MISSION.....	6
WELCOME.....	8
MESSAGE FROM THE CHAIRMAN OF COUNCIL.....	11
MESSAGE FROM THE SCHOOL PRINCIPAL.....	14
OUR STORY, OUR VISION.....	16
STUDENT PERFORMANCE IN NATIONAL TESTS.....	20
Selected Data from our 2018 NAPLAN results.....	20
TEACHER STANDARDS AND PROFESSIONAL LEARNING.....	21
Teaching standards.....	21
Workforce composition.....	21
Teacher accreditation.....	21
Achievements.....	21
Staff overview.....	21
PROFESSIONAL LEARNING.....	22
STUDENT POPULATION PROFILE.....	23
Student attendance.....	23
SCHOOL POLICIES & PROCEDURES.....	24
Enrolment policy and procedures.....	24
SCHOOL POLICIES.....	26
Policies for Student Welfare.....	26
Bullying Prevention and Intervention Policy.....	28
Complaints and Grievances Resolution Policy.....	29
Student Discipline Policy.....	29
SCHOOL-DETERMINED IMPROVEMENT TARGETS.....	30
INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY.....	34
PARENT, STUDENT AND TEACHER SATISFACTION.....	36
Parent & student views.....	37
Parent Quotes on what they value about Claremont College.....	40
Year 6 Student Quotes on what they value about Claremont College.....	41
P&F PRESIDENT'S REPORT.....	42
SUMMARY FINANCIAL INFORMATION FOR 2018.....	43

Our Core Values



INSPIRED
FOR LIFE

OUR MISSION

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

Claremont College is a thriving co-educational primary school in the Eastern Suburbs, renowned across Sydney, as an Anglican school that achieves excellence in all aspects of its operation. The School aims to provide a comprehensive education within a caring and supportive Christian environment. Claremont College students come from a variety of cultural backgrounds, mostly from the Eastern Suburbs of Sydney. Claremont College is a very inclusive School where students with a wide range of abilities and special needs are catered for. Claremont College supports all students to learn, at their point of need within a fully inclusive, collaborative model of co-teaching, within the classroom wherever possible. Our parent community is generally reflective of the demographics of our local area and parental support, consultation and involvement in the life of the School is a strength and highlight of our School community.

I ♥ MY SCHOOL

PROVIDING FIRM FOUNDATIONS FOR LIFE AND LEARNING IS A VERY IMPORTANT ASPECT OF THE SCHOOL. IN 2018 WE ONCE AGAIN CELEBRATED THE EXCELLENT RESULTS OF OUR STUDENTS, WHOSE ACADEMIC RESULTS IN NAPLAN POSITIONED CLAREMONT COLLEGE AS ONE OF AUSTRALIA'S LEADING CO-EDUCATIONAL INDEPENDENT PRIMARY SCHOOLS. WE ARE VERY PROUD OF THE ACHIEVEMENTS OF OUR STUDENTS, STAFF AND PARENTS.

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

In 2018 Claremont College continued to move forward, guided by its Strategic Plan 'Our Story, Our Vision'. This document was both

collaborative and consultative, reflecting an eighteen-month process of conversation and engagement with all key stakeholders including staff, students, parents, members of the School Leadership team and the College School Council. Our Strategic Plan encompasses the following five broad areas;

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

WELCOME

DOBRODOŠLI VÍTEJTE 歡迎
добрeдoдeн VELKOMMEN
HOŞGELDİNİZ VÄLKOMMEN
רַאוּב וְרוּב WELKOM 欢迎
SELAMAT DATANG NAU MAI
ようこそ Добро BIENVENUE
KUWAKARIBISHA CROESO
καλωσόρισμα PAGDATING
FÁILTE ласкаво просимо
WILLKOMMEN BEM-VINDO
स्वागत BIENVENIDA 환영
MALIGAYANG chào mừng
ПОЖАЛОВАТ TERVETULOA





MESSAGE FROM THE CHAIRMAN OF COUNCIL

(PRESENTED AT SPEECH DAY 2018)

Claremont College is a K-6 primary school in Randwick that is one of the 19 schools under the governance of the Anglican Schools Corporation. Local governance is by the School Council with members having business consulting, banking, educational, medical and theological backgrounds. This year School Council membership has comprised of Ms Janet Hohne, Mrs Shirley Lim, Dr Andrew Moore and Dr Marc Williams. The School Council holds 10 meetings per year. As the demands of school governance increase, Council members find themselves more frequently 'at school' to develop new areas of governance with our excellent Principal Mr Thomas, and his Executive Leadership Team.

At our Council meetings we spend much time considering some form of measurement, either quantitative or qualitative. As one would expect, our budgets are important. This careful management has allowed modest annual surpluses which have enabled the school to invest in state of the art classrooms.

We are proud when we see the numbers of educators coming to Claremont to check out what it is that has allowed us to develop the reputation we have. They come from private, public and Catholic schools around the country and from overseas, notably China, New Zealand and South East Asia.

We delight when we see the data of student and parent 'Exit' surveys, usually placing overall satisfaction in the High category.

And of course one of our key functions is to deliver the Strategic Plans for the school, requiring both quantitative and qualitative measurement.

One of the measurements that the school gives appropriate attention to is NAPLAN. Our Year 3 and Year 5 students are tested and then graded against the State and then 'statistically similar schools'. For example in 2018 Claremont student averages were above State averages for all 10 aspects tested by NAPLAN. Against statistically similar schools, Claremont performed above in 7 out of 10 areas of assessment. These are very pleasing results. Of course, in areas where the results are less than expected, we focus on improvement and development. However, as the Australian Curriculum Assessment and Reporting Authority says, "NAPLAN results should not be the only measure of school improvement. Results should always be interpreted with care and be considered together with school based assessments."¹

Student assessment is vital, as we measure student academic achievement, and particularly individual growth and progression. At Claremont, there is a list of such assessments as long as my arm, all with their



CHARACTER

own acronyms. Progressive Achievement Tests (PAT) in Reading, Spelling, Comprehension, Vocabulary and Maths; Learning In Early Numeracy (LIEN); Learning In Numeracy (LIN), and so on. All taken together they provide a comprehensive view of a child's growth in knowledge and its application.

BUT, and this is a big 'BUT', as much as we might like to, we know it is impossible to measure a child's education and future only by numbers. Absolutely academic achievement is vital, but a holistic education also encompasses other qualities such as gaining wisdom, living with integrity, knowing right from wrong, practising politeness, being respectful of others, speaking truthfully, learning that we are here to serve rather than be served, to say nothing of developing an understanding of our spiritual needs in an increasingly secular world. In other words - a rounded education will promote both academic growth and character growth. We believe that by and large this is exactly what a Claremont education is all about.

How do I know this? Surveys of the previous Year 6 parents taken towards the middle of Year 7 often report that their secondary schools speak favourably of the quality of Claremont students when they reach Year 7. One school registrar of a leading Sydney independent school recently told me how ex-Claremont students stand out in Year 7. Our students display very good leadership qualities. They can communicate well

with adults, being both articulate and contributing more to their new schools. As I moved through the secondary school experience with my own boys, both ex Claremont students, I noticed how regularly ex-Claremont children were nominated to senior school leadership positions.

So the 'long and the short of it' is that to measure educational outcomes by NAPLAN only is a trap for young players. Indeed to measure education only in numbers will not provide the full picture. One must also look at a child's overall character. Both quantitative and qualitative information tells us that a Claremont education does much to develop each child's character, as well as their academic performance. So for those students going on to secondary school in 2019, go with confidence that you have been well prepared for all that lies ahead.

At the end of 2018, may I take this opportunity to thank all the staff at the college for your hard work during the year. I particularly thank Mr Thomas, the leadership team and the School Council. Above all, I thank parents and grandparents for entrusting Claremont for your child's primary education.

Thank you.

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

Our Chairman, Rev. Craig Segafort has served as Chair of the Claremont College School Council since January 2014. He is well acquainted with the school, having served for 18 years on School Council and having two boys attend from Kindergarten to Year 6. Prior to studying theology, Craig had a career in management, import and export in the building industry both in Australia and in Europe. He is Rector of St. Nicolas' Anglican Church, Coogee.



MESSAGE FROM THE SCHOOL PRINCIPAL

In 2018 we celebrated 136 years of a Claremont College education. Guided by our Core Values, we celebrated yet another remarkable year of achievements in student learning and growth and improvement across aspects of the operation of the school.

In 2018 we saw the ongoing improvement of a number of facilities including all student bathrooms and amenities, as well as a fully refurbished staffroom. Beginning in 2013, we have now completed the internal refurbishment of all classrooms, the library, offices, meeting areas and other internal spaces across the entire school. Aligning with our research based philosophy of teaching and learning, Claremont College has certainly been transformed into an innovative and inclusive school that leads the way in amenity, design and 21st Century educational practice.

Our learning spaces and our co-teaching model continue to receive much interest from the worldwide educational community with educators and architects from across Australia and overseas, keen to visit to learn from us. Additionally, a number of Claremont staff have again this year shared the story of our transformational journey, presenting our innovations and published Research Project (2016), at conferences locally, across Australia and overseas. Directed by our Strategic Plan 'Our Story, Our Vision'

(2016-2020), Claremont College confidently moves into the future, positioning us as one of Australia's leading innovative and progressive Primary schools with excellent academic results to match.

This report clearly demonstrates that the 2018 academic year was purposeful and productive. This report outlines not only the many academic successes of Claremont College, but also provides you with an understanding of the value placed on our many curriculum, co-curricular, pastoral and management policies and procedures, and the importance placed on their ongoing improvement.

I am proud of my school community and love my school. Claremont College has served and impacted our local community for 136 years. As we move into the future, it is clear that the influence of this School reaches far beyond our local area, impacting the global educational community with its innovation, research and model of excellence.

It is hoped that this Annual Report 2018, provides you with a broad picture of the life of Claremont College. Should you have any further questions please contact us.

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

Further information about Claremont College can be found at
www.claremont.nsw.edu.au and www.myschool.edu.au



facebook.com/Claremont-College
-Randwick-195495570561909



twitter.com/ClaremontNSW



instagram.com/claremontcollege



linkedin.com/company/claremontcollege



A decorative green dotted line graphic that starts at the top left, curves down and to the right, then loops back to the left, and finally curves down and to the right again, ending near the top right of the page.

OUR STORY, OUR VISION

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

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

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

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

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

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

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

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

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

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

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

AT CLAREMONT COLLEGE WE SEE A SCHOOL OF INFLUENCE

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

AT CLAREMONT COLLEGE WE SEE A SCHOOL THAT SHARES ITS LEARNING

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

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

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

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

Claremont College is a leader in innovative educational practice. It is a school that successfully provides learning spaces and facilities to equip children for success in the 21st Century. Claremont College is a school educating for the future, preparing students for beyond the classroom. It is a school that achieves superior academic

results and provides exciting options for graduating students for their future learning and ultimately for their careers. It is a school that equips a new generation of Christian leaders and citizens, young men and women, who in all aspects of life will graduate from Claremont College, understanding themselves and their God given purpose which is found through faith in Christ. Claremont College students are confident. They will make a difference in the world and in the lives of others.

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

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



*Give thanks to the
Lord, for he is good;
his love endures
forever."*

1 Chronicles 16:34



FAITH

STUDENT PERFORMANCE IN NATIONAL TESTS

The School’s Years 3 and 5 NAPLAN (National Assessment Program – Literacy and Numeracy) results for 2018 are summarised below. The results are reported against a common set of benchmarks, enabling cross state comparisons. At a school level we value the data we receive from NAPLAN, because this not only confirms the areas, we as a school, are achieving strong results, we are also able to plan and program for individual and whole school growth as well.

SELECTED DATA FROM OUR 2018 NAPLAN RESULTS

Provided is a list of our results compared to the results from statistically similar schools (ie schools within the Association of Independent Schools), and compared to state averages.

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

2018	GRAMMAR & PUNCTUATION	NUMERACY	READING	SPELLING	WRITING
YEAR 3					
Claremont	65.5	70.9	74.5	58.2	61.8
SSS	62.9	65.4	70.2	67.4	75.5
All State	47.7	43.4	32.4	50.7	46.8
YEAR 5					
Claremont	58.2	63.6	72.7	60.0	38.2
SSS	59.3	56.9	61.2	57.0	30.7
All State	36.1	32.0	45.3	37.1	16.1

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

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

We believe that “every child can learn and has the right to learn (and therefore) to optimise classroom teacher effectiveness, we need to know on an ongoing basis that every child is learning by designing ongoing assessments and by incorporating that information about each child’s learning into daily instruction (as) a nonnegotiable practice” (Sharrrat & Fullan, Putting Faces on the Data, 2012, 29). NAPLAN data is one part of the suite of assessments that helps us to understand each and every child’s learning.

We were very pleased with our School’s overall results for 2018.

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 2018

Teaching staff	31
Fulltime equivalent teaching staff	27.8
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>

TEACHER ACCREDITATION

Level of accreditation	Number of Teachers
Conditional	0
Provisional	8
Proficient Teacher	22
Highly Accomplished Teacher (voluntary accreditation)	1
Lead Teacher (voluntary accreditation)	0
Total number of teachers (should be the same as reported on MySchool)	31

STAFF OVERVIEW

Claremont College employed 31 teachers in 2018. These teachers comprised the Principal, 2 Deputy Principals, 15 class teachers, a full time Teacher Librarian, Head of Learning Support, 2.2 FTE Learning Support Teachers and a full time Music Teacher and Sport and PE Teacher. Part time specialist teachers employed included Japanese (one day a week), Indonesian (two days a week), and a School Counsellor who is a registered psychologist (3 days a week). Our teachers were supported by a team of 8 Teaching and Learning Assistants (TLA’s), including three teacher graduates who were employed as Intern Teachers.

In 2018, Claremont College employed 20 non-teaching staff with a full-time equivalent of 15.4. The makeup of these staff included; 5 administrative staff, a School Nurse, a full-time ICT Manager, a full-time General Assistant, 2 bus drivers and a part-time Canteen Coordinator.

ACHIEVEMENTS

In 2018, 12 teachers received support as they worked towards a higher level of accreditation or ‘maintaining’ their current level of accreditation with NESA.

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 2018 Professional Development at Claremont College can be summarised as follows;

- Curriculum
- Pedagogy
- Pastoral
- Compliance

Whole Staff Professional Development Days across 2018 included an Executive Leadership Retreat, staff induction, leadership development, Gallup Strength Finders, new PDHPE and Science Syllabus, Co-teaching at Claremont, ‘Challenging Learning’ and ‘Learning for Success’ presented by James Nottingham, ‘Bonsai Children’ presented by Dr Judith Locke and annual Child Protection training.

Staff are encouraged to attend Professional Development outside the School, both in school time (where casuals need to be provided to cover classes) and out of school time. A sample of courses undertaken by staff during 2018 includes; Legal Seminars, STEM, Writing, Future Schools, Classroom Management and Teacher Accreditation support workshops.

Additional training and procedural review included a comprehensive Staff Induction Program, WHS policy updates, Risk Management, CPR Refresher Training, Child Protection Training including awareness of children at significant risk of harm and expectations related to the Claremont College Staff Code of Conduct, School-Wide Behaviour Management, Intern Teacher Training, Middle Leadership Development and Early Careers Workshops.

Professional Learning at Claremont College in 2018 also included;

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

Staff and Principal presentations at a number of conferences including, ‘Edutech’ in Sydney, Future Schools in Melbourne, a Criterion Learning Space Design Conference The Principal spoke at leadership seminars and the Deputy Principal and staff also attended research symposiums and attended numerous professional association meetings.

Attendance at Professional Conferences remained a key priority in 2018 with staff attending a number of conferences. The Deputy Principal attended a HR Course at the London Business School, and the Principal undertook his Sabbatical, attending the ‘Advanced Leadership Program at the Judge Business School, Cambridge University.

In 2018 Claremont College staff teams continued to benefit from participation in the job embedded professional growth program which focussing on team growth and strength building, the development of the Claremont College models of co-teaching, and professional learning classroom walkthroughs.

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

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

Claremont College has a Professional Development budget in line with the College’s priorities. The expenditure on professional learning in 2018 was \$62043 which averages at \$2,247 per teacher (1.0FTE equivalent).

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

STUDENT POPULATION PROFILE

The students attending Claremont College in 2018 numbered 378 with approximately equal numbers of boys and girls throughout the School. As it is a comprehensive school, the students are enrolled from a wide range of cultural, socio-economic and Indigenous backgrounds, including some children with language backgrounds other than English and a number with special needs. Further description of the student population can be found at <http://www.myschool.edu.au>

STUDENT ATTENDANCE

Of those students, 97% attended school on average each school day in 2018. This was very similar to the daily attendance of previous years. The breakdown of attendance for each year level is as follows:*

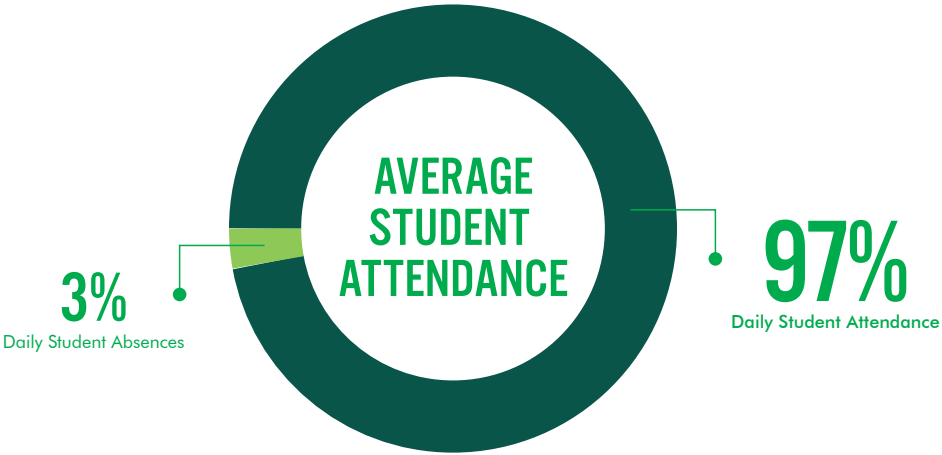
Kindergarten	97.1%
Year 1	97.7%
Year 2	97.4%
Year 3	97.3%
Year 4	96.4%
Year 5	97.3%
Year 6	96.1%

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

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

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

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



SCHOOL POLICIES & PROCEDURES

ENROLMENT POLICY AND PROCEDURES

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

1. PROCEDURES

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

2. ENROLMENT GUIDELINES

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

Consideration may be given as follows:

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

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

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

3. ENROLMENT ON BEHALF OF STUDENTS WITH DISABILITIES

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

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

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

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

4. NOTES

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

5. ENROLMENT PROCESS

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

6. REVIEW

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

SCHOOL POLICIES

POLICIES FOR STUDENT WELFARE

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

POLICY	MOST RECENT CHANGES	ACCESS TO FULL TEXT
Student Care Policy encompassing Bullying Prevention and Intervention Student Leadership Policy	Anti-bullying Policy published in 2017 and revised annually. Student Leadership Policy revised and published in 2018	Full text held on School Policy Portal 'Compli-Space'. Hardcopies available on request. School expectations are reiterated from time to time in newsletters. Anti-Bullying Policy distributed to parents and available on the School website.
'School-wide Positive Behaviour Management - Discipline Policy'	Discipline Policy revised in 2018 and given new title	Full text held on School Policy Portal 'Compli-Space'. Available on the School website with hardcopies available on request. School discipline expectations are reiterated from time to time in newsletters
Child Protection Policy encompassing definitions and concepts legislative requirements preventative strategies reporting and investigating "reportable conduct" grooming investigation processes documentation	Revised annually Full staff training on Child Protection including all administration, support and tutors for extra subjects, conducted annually.	Full text held on School Policy Portal 'Compli-Space'. Child Protection Suite of Policies available on the School website.

POLICY	MOST RECENT CHANGES	ACCESS TO FULL TEXT
Statement of Commitment to Child Safety	A new document produced to align with key recommendations of the Royal Commission into Institutional Responses to Child Sex Abuse.	Available on the School website with hardcopies available on request.
Code of Conduct for the Care and Protection of Children	Annually revised and discussed with staff at the commencement of the school year, at Induction training and orientation for new staff at point of employment, and at compulsory Annual Child Protection training.	Full text held on School Policy Portal 'Compli-Space'.
Staff Handbook Staff Induction Policy and Procedures School Handbook	Annually revised and discussed with staff at the commencement of the school year, and at Induction training and orientation for new staff at point of employment.	Full text held on School Policy Portal 'Compli-Space'.
Serious Incidents Management Plan	Annually revised and discussed with staff at the commencement of the school year.	Full text held on School Policy Portal 'Compli-Space'.

BULLYING PREVENTION AND INTERVENTION POLICY

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

It is our policy that:

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

A DEFINITION OF BULLYING

Bullying is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons. Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert).

BULLYING HAS THREE MAIN FEATURES:

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

BULLYING CAN TAKE MANY FORMS INCLUDING:

PHYSICAL BULLYING

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

PSYCHOLOGICAL BULLYING

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

INDIRECT BULLYING

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

CYBER BULLYING

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

This policy provides information regarding;

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

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

POLICY REVISION

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

COMPLAINTS AND GRIEVANCES RESOLUTION POLICY

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

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

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

'SCHOOL-WIDE POSITIVE BEHAVIOUR MANAGEMENT - 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 developed in March 2012, revised in 2017 and fully rewritten in collaboration with students, staff, parents and educational consultants in 2018.

SCHOOL-DETERMINED IMPROVEMENT TARGETS

ACHIEVEMENT OF KEY PRIORITIES IDENTIFIED FOR 2018

STUDENT LEARNING

- Further development of the co-teaching model with focus placed on 'Best Practice at Claremont'. (✓ and ongoing into 2019)
- Development of staff pedagogy in areas of feedback, challenging learning through us of pit-learning, and solo taxonomy (✓ and ongoing into 2019)
- Introduce compulsory Year 3 Music Program ✓ (concluded in 2018)
- Introduce Japanese for Kindergarten and Year 1 ✓ (concluded in 2018)
- Project Based Learning opportunities in History (K-6) ✓

Improve communication to parents in relation to student learning (✓ and ongoing into 2019)

ICT AT CLAREMONT COLLEGE

- Launch new Claremont College website and increase our on-line and social media presence ✓
- Align on-line Library to new website and Library refurbishment (not achieved)

MAINTAINING A CULTURE OF SAFETY AND CARE AT CLAREMONT COLLEGE

- Implement and develop the notion of a culture of Child Safety ✓
- Review student well-being policies with particular focus on discipline and school-wide behaviour management ✓
- Revised social skills and e-safety programs (✓ and ongoing into 2019)
- Enhancement of WHS procedures and systems across Claremont College ✓
- Develop and evaluate initiatives to promote positive staff well-being (✓ and ongoing into 2019)
- Develop greater opportunities for fathers to be involved in the life of the School (✓ and ongoing into 2019)

CREATING GLOBAL LINKS TO FOSTER IN STUDENTS GLOBAL AND DIGITAL CITIZENSHIP

- Ongoing links with Stonefields School, Auckland New Zealand ✓

ENSURING THE PROFESSIONAL GROWTH OF OUR TEACHERS

- Develop a grade (K-6) team culture (✓ and ongoing into 2019)
- Develop staff 'middle leadership' (✓ and ongoing into 2019)
- Develop a 'strengths based' culture through 'Gallup Strength Finder' (✓ and ongoing into 2019)
- Develop effective and sustainable 'in-house' professional learning (✓ and ongoing into 2019)
- NESA Accreditation as a course provider (not achieved)

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

- Enhance Differentiation within Co-Teaching at Claremont College (✓ and ongoing into 2019)
- Develop further opportunities for student voice ✓
- Link student strengths and interests to Year 5 and 6 Student Leadership Programs and other personalised learning opportunities ✓

CONTRIBUTING TO THE PROFESSIONAL LEARNING OF THE WIDER EDUCATIONAL COMMUNITY

- Claremont College staff presenting at conferences and professional development (✓ and ongoing into 2019)
- Educators visiting Claremont College through the Professional Learning at Claremont College (✓ and ongoing into 2019)

ENHANCING THE AESTHETIC AND FUNCTIONALITY OF SPACES

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

CELEBRATE, VALUE AND APPRECIATE THE DIVERSE CULTURAL BACKGROUNDS OF STUDENTS

- Reconciliation Action Plan to be published ✓



AREAS FOR IMPROVEMENT IDENTIFIED FOR 2019

STUDENT LEARNING

- Further development of the co-teaching model with focus placed on 'Best Practice at Claremont'
- Development of staff pedagogy in areas of feedback, challenging learning through us of pit-learning, and solo taxonomy
- Improve communication to parents in relation to student learning and greater clarity with school administration comms
- Develop a Peer Support Program with a student well-being focus
- Revise provision of PDHPE to align with new syllabus requirements

MAINTAINING A CULTURE OF SAFETY AND CARE AT CLAREMONT COLLEGE

- Continue to embed the notion of a culture of Child Safety
- Review student well-being policies with particular focus on evaluating and revising school-wide behaviour management and anti-bullying
- Revise student social skills and e-safety programs
- Develop and evaluate initiatives to promote positive staff well-being
- Develop greater opportunities for fathers to be involved in the life of the School
- Application of Dr Judith Locke's academic research to develop children's resilience, teacher well-being and positive parenting strategies
- Develop and publish a "Parent Code of Conduct" Policy
- Expand the role of the School Counsellor to 5 days a week

ENSURING THE PROFESSIONAL GROWTH OF OUR TEACHERS

- Develop a grade (K-6) team culture
- Develop staff 'middle leadership'

- Develop a 'strengths based' culture through 'Gallup Strength Finder'
- Develop effective and sustainable 'in-house' job embedded professional learning program
- Develop a 'Leadership at Claremont' Framework and provide leadership development to staff

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

- Enhance Differentiation within Co-Teaching at Claremont College
- Revise philosophy and policy of provision for high potential learners at Claremont College

ENHANCING THE AESTHETIC AND FUNCTIONALITY OF SPACES

- Capital Works projects playground improvement and creation of a Student Maker Space.
- Develop a 2020+ Master Plan

CELEBRATE, VALUE AND APPRECIATE THE DIVERSE CULTURAL BACKGROUNDS OF STUDENTS

- Participate in Reconciliation Week celebrations in 2019

CREATING GLOBAL LINKS TO FOSTER IN STUDENTS GLOBAL AND DIGITAL CITIZENSHIP

- Develop a Sister School relationship with a school in Indonesia

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

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 WELLBEING PROGRAMS.

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

Our Peer Support program in 2018 aimed to develop student awareness of practical ways they can care for others, through our '4Rs: Respect, Resilience, self-Regulation, Resourcefulness' Unit. This opportunity provided the Year 5 and 6 student leaders to assist the younger students to explore their individual talents and to use these to help others, show kindness, and demonstrate responsibility for caring for people who are in need.

In 2018 our Chapel, Personal Development, Protective Behaviour (child protection) lessons and Social Skills Programs were delivered across all grades. The Year

5 'Nanny and Poppy Buddy Program' continued and was a particular highlight not just for the students but also for the elderly residents and staff at the Anglicare 'Dorothy Boyt House' Nursing Home at Malabar.

Care, compassion and responsibility for others were highlights. The children and parents generously supported a number of charities during 2018 including the Sydney Children's Hospital, Anglican Aid, the Christmas 'Stuff the Bus' initiative supporting the Dandelion Support Network and the sponsorship of a number of children through World Vision, the Smith Family, and in Kotdwara in India. In addition to this, many students supported numerous other charities by developing personalised projects and initiatives based on their History Project Based Learning unit of work.

Claremont College continued to promote its sustainability initiatives promoting care and responsibility for the world and environment, particularly through our Eco-Warrior Club.



PARENT, STUDENT AND TEACHER SATISFACTION

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

At the Parent Information Evening held in February, parents met with class teachers and were also provided with an overview of the Principal’s “Vision for 2018”.

In 2018, Claremont College promoted its partnership with parents through parenting evenings that focused on both parenting and curriculum information sessions.. An ongoing focus of the year was the ‘Fathering Project’ www.thefatheringproject.org and this was very well received. In 2018 we also introduced a wellbeing event just for mums.

The work of the School Counsellor is an integral aspect of the life of the College. In 2018, the School Counselling team included a qualified psychologist who is employed 3 days a week as a School Counsellor. The School also benefited from Federal Government funding received through the ‘National Chaplaincy Program’ providing opportunity for a pastoral support role for students and staff, one day a week.

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

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

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

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

PARENT & STUDENT VIEWS

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

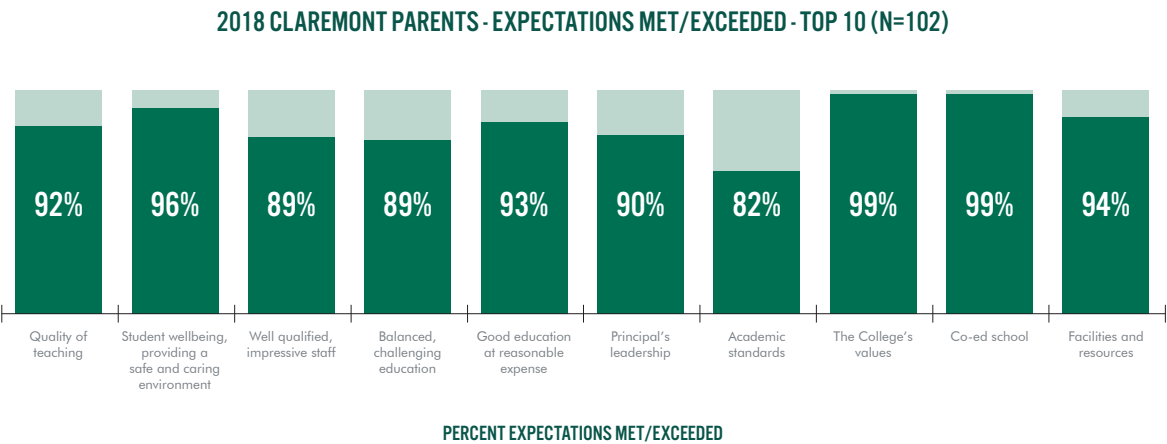
The feedback from these surveys greatly assists the College with both its operational and strategic planning and its determination to continually improve the educational experience offered to the students.

In 2018, 102 parents from Kindergarten, Years 3 & 6 and 43 students from Year 6 participated in surveys and provided views on such areas as academic performance, pastoral care, Christian education, co-curricular, extra-curricular, sport, communications, reputation and facilities.

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

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

- 92% of parents’ expectations were met or exceeded in relation to the quality of teaching
- 96% of parents’ expectations were met or exceeded in relation to student wellbeing
- 89% of parents’ expectations were met or exceeded in relation to the well qualified, impressive staff
- 89% of parents’ expectations were met or exceeded in relation to the balanced, challenging education
- 93% of parents’ expectations were met or exceeded in relation to the good education at reasonable expense



Parents were asked to provide open responses to the most valued aspects of Claremont College. The most frequently nominated aspects are:

- A sense of community
- A safe, caring environment
- The Christian ethos of the School
- The dedicated teachers and staff
- My child enjoys going to school



PARENT QUOTES ON WHAT THEY VALUE ABOUT CLAREMONT COLLEGE

The commitment made by the school leadership and teachers each day.

Sense of community by parents and teachers.

It has helped nurture my daughter into a caring smart and respectful girl that is socially aware and has a good character, personality and attitude towards people, tasks at hand and life in general can't be more blessed and thankful.

The school has a fantastic reputation and we have found that it has helped us in securing high-school interviews.

The friendships we have developed with the other parents - hard-working, good people.

Christian school that nurtures and cares for our children by keeping them in a safe environment.

The high-quality, well-rounded education it has provided for my child, from both an academic and pastoral perspective.

Christian teaching, parent involvement and community spirit.

Nice people, nice teachers and the parents and students I've met are genuinely lovely.

The community and knowing in the long run our child will get a good education and values. The older children are a great representation of this.

YEAR 6 STUDENT QUOTES ON WHAT THEY VALUE ABOUT CLAREMONT COLLEGE

I have liked and valued everything.

The amazing teachers.

Having an amazing year group.

Their values and encouragement.

The strong relationships that we make through the 7 years.

I most value how everyone is really kind and encouraging.

I have loved just making lifelong friends and being surrounded by a warm hearted and supportive I would say community always someone having my back.

The friendships made and the excellent teachers. I've made good long-lasting friendships that I can trust and rely on. The teachers are always there when I need help and to support me.

Meeting new people, having amazing teachers and improved in my learning.

I value my friends and friendships with my teachers over the years. I also value all that I have learnt over the years.

My friendships and quality of education.

P&F PRESIDENT'S REPORT

(PRESENTED AT SPEECH DAY 2018)

THE P&F HAS ENJOYED ANOTHER FABULOUS YEAR IN 2018.

Thankyou to Mr Thomas and all the teaching staff who supported all the P&F events this year in making each of them an absolute success. Thank you to all our parents, friends and students of the school who come to these events or have volunteered their time towards making our P&F events memorable each year. Also, a very BIG thankyou to the P&F Executive team, Grade Reps and parent volunteers, where no event is too big or too small and always give their one hundred percent to ensure that each event is successful for the school.

We are so blessed to have such an amazing school community where your generosity and participation help us raise money for the school to support a number of key projects. In 2018, the P&F raised \$55,000 which is an incredible effort allowing the P&F to be in a position to fund each of the projects we agreed with

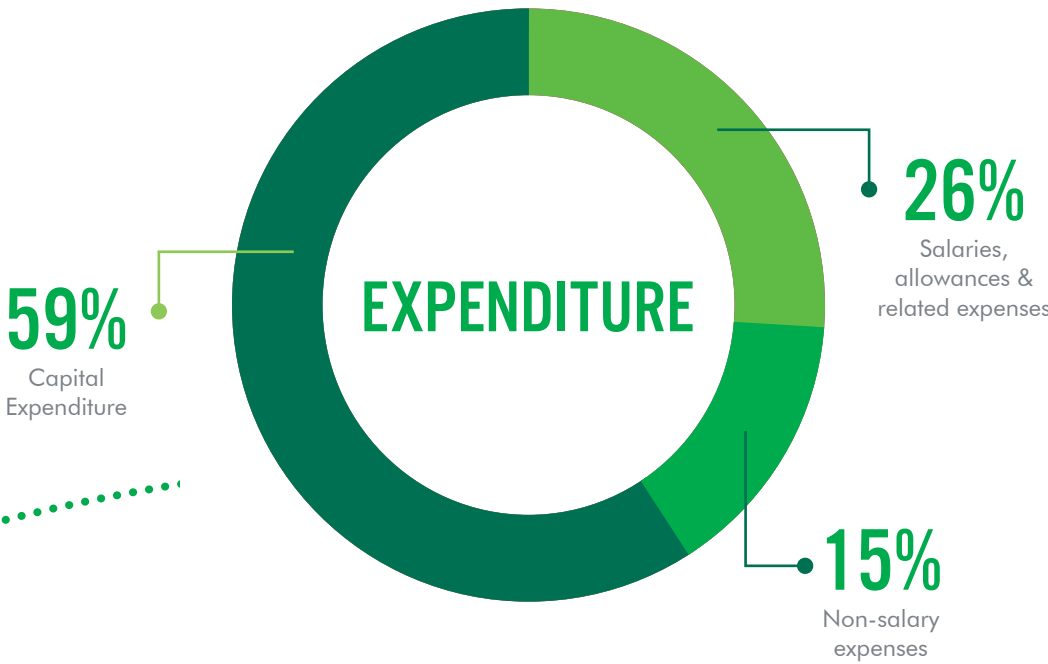
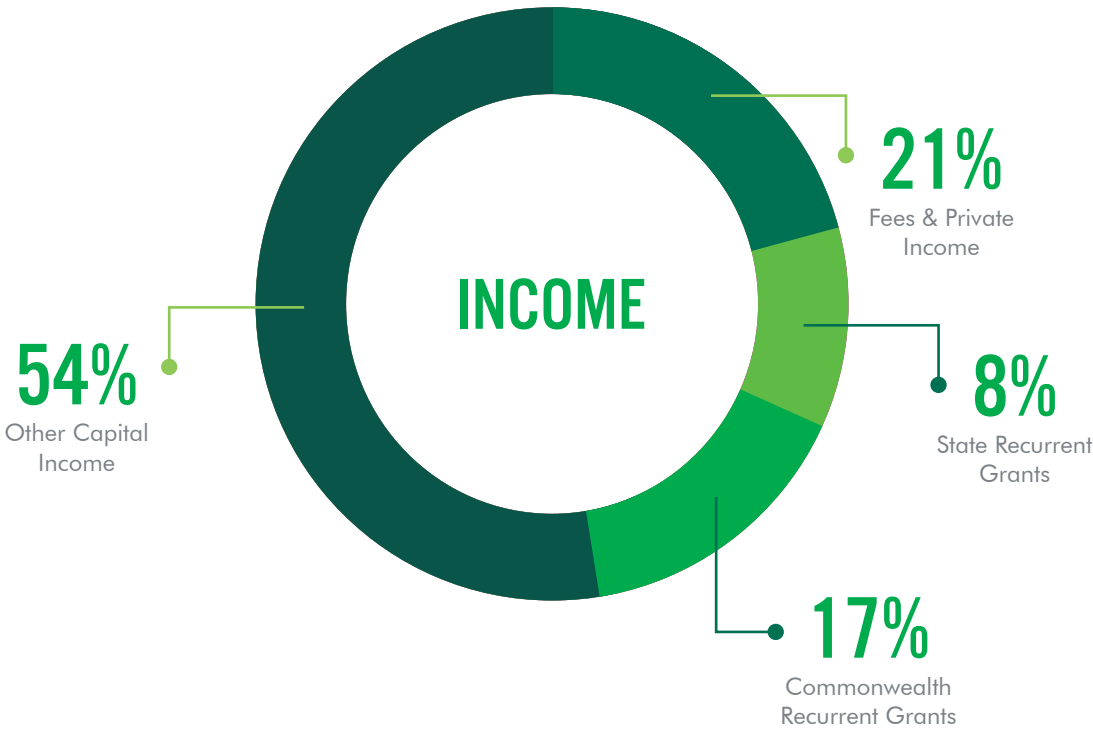
Lisa Stamatelatos
P&F President

the school at the beginning of the year. These included providing resources for our classrooms, caring for teacher initiatives, improving and resourcing the farm yard, supporting the many The Fathering Project events and initiatives and also donating costumes and tee-shirts for the school concert

The Year 6 Greatest Showman event was our highest fundraising event for 2018 and it didn't disappoint raising just over \$13,000 for our school. This was an amazing effort by our Year 6 students being their last event at Claremont College. A special thanks to all the parents who organised the event and volunteered to make this family night so successful, and we thank them.

Congratulations on what has been another brilliant year in the life of the Claremont College School community.

SUMMARY FINANCIAL INFORMATION FOR 2018





INSPIRED FOR LIFE

CLAREMONT COLLEGE

30 Coogee Bay Road, Randwick NSW 2031

T (02) 9399 3217 **E** office@claremont.nsw.edu.au

www.claremont.nsw.edu.au

A member of the Anglican Schools Corporation

www.sasc.nsw.edu.au