



CLAREMONT COLLEGE

An Anglican Co-Educational Primary School

Annual Report

2024





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About Claremont College

Claremont College is a leading co-educational Anglican Primary School located in Sydney's Eastern Suburbs. Widely recognised for its commitment to educational excellence, Claremont is distinguished by its strong values, innovative teaching practices and inclusive school culture.

Our students come from diverse cultural backgrounds, with most families residing in the local area. Claremont is an inclusive and welcoming community, where students of all abilities and learning needs are supported to thrive. Through our innovative co-teaching model

and flexible learning spaces, every child is encouraged to learn at their point of need within a nurturing and collaborative environment.

Our parent community is actively involved in the life of the school, and we are proud of the strong partnerships we share with families—partnerships built on trust, consultation, and shared commitment to our students' growth and success.

At Claremont, we believe that education lays the foundation for life. We are proud of the outstanding academic results our students have achieved, including exceptional NAPLAN outcomes that continue to position our school as a benchmark for excellence among independent primary schools in Australia.

Alongside academic achievement, we value the holistic development of every child. Our programs in Creative and Practical Arts, Sport, Health, Indonesian, Technology and Personal Development provide students with rich and varied learning experiences within the framework of Christian education. Project Based Learning (PBL) further strengthens this, enabling students to explore their interests, passions and creativity, while fostering collaboration, innovation and compassion.

Claremont's 143 year legacy is one of innovation, resilience, and faith. In a world of rapid change, we remain anchored by our values of collaboration, innovation, and Christian hope. This year, being named one of the top seven independent primary schools in Australia affirmed what we already know, Claremont is a place where students thrive.





Mission, Vision and Core Values

Our Mission



Inspire for Life

Our mission statement explains why we exist.

Our Vision



Impact that Matters

Our vision statement is a future-focused aspirational intention for the impact of Claremont College to ensure for a thriving society. It bonds all stakeholders in working for a common future destination.

Our Core Values

Our core values express the heart and soul of Claremont College. They represent who we are at our best and what we stand for as a community.



Collaboration

Working with mutual respect to achieve shared goals for the common good.



Innovation

Challenging ourselves to be curious and unique learners who persevere to find solutions.



Compassion

Feeling empathy and responding with kindness to keep self and others safe so we can all flourish.



Chair of Council's Report

I would like to begin by acknowledging the Traditional Owners and Custodians of the land on which we meet today, the Gadigal of the Eora nation and pay my respects to Elders, past and present, as well as emerging leaders. I extend that respect to Aboriginal and Torres Strait Islander people. As a Christian school Claremont's approach to education is based on central Christian values. I want to highlight three – hope, love, and respect. The pressure of contemporary life often seems to lead to a pervasive sense of hopelessness.

At Claremont the teachers strive to ensure that to paraphrase St Paul the "God of hope fills each child with all joy and peace in believing" (Romans 15:13). Our Strategic Intent document highlights Christ's words, "Love the Lord your God with all your heart and with all your soul and with all your strength and with all your mind" and "Love your neighbour as yourself" (Luke 10:27) and this spirit of Christian love is evident at Claremont through the lived experience of its commitment to collaboration and compassion. A key Christian value comes from the knowledge that because God created all people in his image, we show respect to all. The award to Claremont of an International Forum of Inclusion Practitioners Global Inclusion Award 2024 is a demonstration that we firmly believe that "God does not show favouritism" (Romans 2:11).

I would like to congratulate every single student for their year. I know that you will all have given of your best. I extend my congratulations to the Merit and Pennant winners in 2024, the 2024 prize winners, and the students appointed House Captains and School Captains for 2025. It is indeed special to be recognised and rewarded for one's hard work. Congratulations to all students

who were successful in sporting competitions this year with a special mention to Lauren Cheng who broke the Claremont 50m and 100m freestyle records that had stood for 21 years. Congratulations to Mr Thomas and all participants for another memorable School Concert.

I would like to thank the dedicated and hard-working teachers and professional staff at Claremont. I hope that everyone here today recognises the excellent efforts of all the Claremont staff in delivering a truly enriching learning experience. Once again, the NAPLAN results were a testament to the school's academic excellence.

I would like to thank the students for their hard work at school and their conduct in the community. I would like to thank the parents and guardians for supporting the learning experiences of their children. I would like to thank the P&F, especially the executive members James Jap, Sylvia Tziortzis, Katherine Morris and Keith Chow, for providing wonderful support in 2024 to the school. I would like to thank Tony Tan and Toulia Saffo who in their roles as Business Partners of the Anglican Schools Corporation provided invaluable support to the School in 2024.

And finally, I would like to thank my fellow Councillors, Paul Bridgend, Diane Lee, Emma Little, Laraine Lucas, and Eric Setiawan, for their time, commitment, and sound advice. For those of you graduating from Claremont, may the knowledge gained, the friendships made, and the values imparted be with you as you begin your new adventures.

Emeritus Professor Dr Marc Williams
Chair, Claremont College School Council



Principal's Report

2024 has been a year of connection, celebration and deep gratitude at Claremont College. As I reflect on the year, I am reminded again and again of the strength, warmth and vitality of our community, especially the extraordinary children in our care. They are the heart of everything we do, and their individuality, courage, and kindness continue to inspire me daily.

Throughout the year, we have worked together to support student wellbeing, academic excellence, and a strong sense of purpose and belonging. Thanks to the passion and commitment of our dedicated teachers, administrative and professional support staff, and Executive Leadership Team, our students have achieved remarkable growth in both learning and wellbeing outcomes. Whether through our strong NAPLAN results or our consistently positive wellbeing data, we continue to be a lighthouse school in every sense.

One of the most meaningful highlights of 2024 has been a simple yet powerful reminder of our shared values, a handcrafted silver bracelet gifted to every student, symbolising four qualities we celebrated this year: courage, kindness, curiosity, and the truth that each child is deeply loved by God and by others. These values reflect not only who we are as a school community, but who we aspire to become, now and into the future. It is my heartfelt prayer that our students carry the message of this bracelet with them always, as a lasting reminder of the importance of living with courage, choosing kindness, staying curious, and knowing, beyond all doubt, that they are loved for being the unique individuals they are, just as they are.

To every staff member, student, parent, and friend of the school, thank you. Your contribution is invaluable. Together, we are shaping a future that is bright, inclusive, and full of hope.

As you read through this Annual Report, I trust that you will gain a sense of the impact and success of the 2024 academic year, not only in the lives of our students and their families, but also in the wider community and the global conversation about what education can and should be.

Mr Doug Thomas

BA, DipEd, Med (with merit), MACE

Principal, Claremont College



Student Profile

NAPLAN Performance

We were delighted to share the NAPLAN results of our Year 3 and Year 5 students with parents. We are immensely proud of our student's academic achievements, which compare favourably to the state results. Below is a summary comparing our results (CC) to the state average (NSW). As a non-selective school, we celebrate and embrace student diversity, knowing that these results reflect our students' remarkable dedication and effort. We also commend our teachers, who tirelessly and compassionately support every child's learning journey.

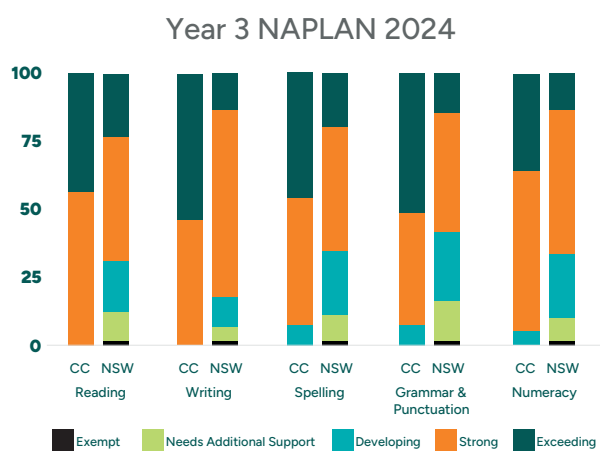
Most notable in our summaries is not only do we have a smaller number of students in the 'need additional support' and 'developing' range, but we also have a significantly higher number of students who are in the 'exceeding' range. The state average across both Year 3 and Year 5 in the 'exceeding' range is 17.32 percent, compared to Claremont College's average across both Year 3 and Year 5 in the 'exceeding' range which is 36.2 percent.

There are four proficiency levels for each assessment area at each year level are:

- Exceeding: The student's result surpasses expectations at the time of testing.
- Strong: The student's result meets challenging but reasonable expectations at the time of testing.
- Developing: The student's result indicates they are working towards meeting expectations at the time of testing.
- Needs additional support: The student's result indicates they are not meeting the expected learning outcomes at the time of testing and are likely to need additional support to progress satisfactorily.

Each of these standards represents increasingly challenging skills and understandings as students advance through their schooling years. The Australian Curriculum Assessment and Reporting Authority (ACARA) provides resources to help interpret student NAPLAN reports for parents and carers.

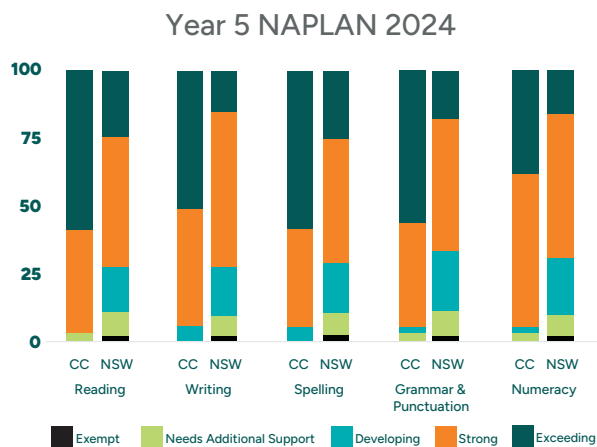
While Claremont College's results are commendable, we firmly believe they do not define a child. Our students are far more than their grades, and our holistic approach to education emphasises the importance of a wide range of dispositions and characteristics, especially compassion, collaboration, and innovation. We encourage parents to celebrate their child's NAPLAN results but also recognise and applaud individual progress and remind students that true achievement encompasses much more than grades.



Population

The students attending Claremont College in 2024 numbered 292 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 Aboriginal and Torres Strait Islander 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>.





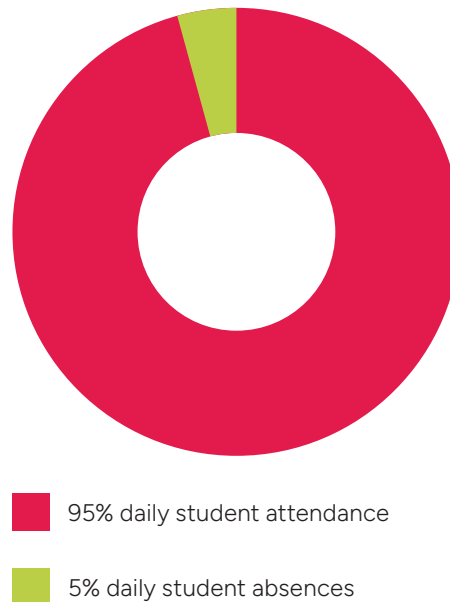
Attendance

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.

Claremont College 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 Wellbeing Team should support or an individual student plan be necessary. 95% of students attended school on average each school day in 2024. This figure is similar to the daily attendance of previous years. *Exemptions for leave are minimal and are included in the below figures.

The breakdown of attendance for each year level is as follows:*

Average student attendance





Staff Profile

Staff Overview

Claremont College employed 26 teachers in 2024.

These teachers comprised the Principal and 2 Deputy Principals, 14 class teachers, Head of Inclusive Education, a full time Sports and PE Teacher, a full time School Counsellor, 3 Learning Enrichments Teachers, a part time Teacher Librarian. Part time specialist teachers employed included Indonesian (three days a week), and a Music teacher (three days a week).

Our teachers were supported by a team of 4 Teaching and Learning Assistants (TLA's). Administrative and Support staff for 2024 included 4 administrative staff, 2 part time School Nurses, 2 bus drivers, a full-time ICT Manager and a full-time Property Manager.

Teacher Accreditation

In 2024, seven teachers received support as they worked toward a higher level of accreditation.

Level of accreditation	Number of teachers
Highly accomplished (Professional excellence through AISNSW)	2
Experienced	5
Proficient	16
Provisional	5
Total	28 teachers

Teaching Standards

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 guidelines (AEI-NOOSR)	All teachers 100%
Teachers who have a Bachelor's degree from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition guidelines (AEI-NOOSR) but lack formal teacher education qualifications.	0



Professional Learning

Claremont College staff undertook professional learning opportunities throughout 2024, which included:

- Staff development days
- Mandatory compliance professional learning
- Professional learning in teams or stages
- External conferences, seminars and webinars.

Whole Staff Professional Development Days and specifically targeted Professional Development days across 2024 included Team Building workshops, Staff Wellbeing workshops, Job-Embedded Professional Development Days, Team Leaders Workshops, Middle Leaders Professional Learning, and Early Career Teacher Workshops.

Staff were also encouraged to attend Professional Development outside the School, both in school and outside of school. A particular training highlight was the investment in a second year of the PBIS Positive Behaviours Program throughout the year.

There was also ongoing training for First Aid, Annual Child Safe Training, Understanding NCCD Data, Preparing for NESA Short-Notice Inspections, and Staff Induction Workshops. Other Professional Learning opportunities for staff across 2024 included many staff-nominated workshops and there was a particular focus on the new English (K-6) syllabus for Primary grades, and a variety of English related workshops including Writing for High Ability Learners, the K-2 Literature Block, Let's Write, and Differentiation in English and Mathematics.

Technology has been an ongoing focus with staff attending the Edutech Conference in Melbourne, Leading with AI, Transforming Education with AI, and Apple Educators workshops.

The Principal, Mr Doug Thomas, spoke at conferences, including Edutech and the ASCD International Conference. The Claremont College Senior Leadership Team also hosted a number of schools that visited the school to learn from the staff who are experienced Co-Teachers.

The Senior Leadership and other Claremont staff are highly regarded because of their contribution to learning in the wider educational community. Again in 2024, Mr Doug Thomas served on the Association of Independent Schools Growing and Nurturing Educators (GANE) Committee. Mrs Cameron (Deputy Principal) was a panel member and speaker at an AIS Women in Leadership Course. Mrs Janelle Ford (Deputy Principal) served on the AIS Research in Schools Council and presents regularly to visiting educators to Claremont.

Claremont College has a Professional Development budget in line with the College's priorities. The expenditure on professional learning in 2024 averaged at \$871 for each staff member (teachers, specialist support staff and Teaching and Learning assistants).



School Policies and Procedures

All school policies and procedures are publicly available on our website, www.claremont.nsw.edu.au/policies-and-publications/ or can be made available to you by contacting Student Services.

- Enrolment Procedures and Policy
- Child Safety Policy
- Child Safe Statement
- Discipline Policy - Positive Behavioural Interventions and Supports Program (PBIS)
- Complaints handling Policy
- Student Welfare Statement.





School-determined Improvement Targets

Achievement of Key Priorities 2024

Student learning, curriculum and teaching

- ✓ The teaching staff will continue to be involved in the 'Numeracy Project' throughout the year facilitated by the AISNSW.
- ✓ The teaching staff will be involved in training and implementation of new NESA English, Numeracy and other syllabus documents.
- ✓ 2022 NAPLAN data identified targets show that writing and spelling continue to be focus areas for improvement.
- ✓ The Claremont College School biennial Concert.
- ✓ Promotion and delivery of Gifted and Talented Programs.

School safety and wellbeing

- ✓ Schoolwide commitment, delivery and participation throughout the year in the Positive Behavioural Interventions and Supports Program (PBIS) with AIS support.
- ✓ Revision of the Claremont College Aboriginal Reconciliation Action Plan (RAP).
- ✓ Child Safe Standards – Annual Review of Child Safe Program, annual improvement plan.
- ✓ Development of Staff Wellbeing Program.
- ✓ Parent Cyber Safety Awareness Seminars.

Governance and strategic planning

- ✓ Delivery of Classroom Conversion Development Application with Randwick City Council.
- ✓ Governance Training – Child Safe, Risk and Gallup Strengths.

- ✓ Parent and Student 'Perspective Surveys' will be delivered by the school and AIS.

Areas for Improvement for 2025

Student learning, curriculum and teaching

- The teaching staff will be involved in training of the new HSIE and Creative and Practical Arts syllabus documents.
- The teaching staff will be involved in training and implementation of Gifted and Talented programs.

School safety and wellbeing

- Schoolwide commitment, delivery and participation throughout the year in the Positive Behavioural Interventions and Supports Program (PBIS) with AIS support.
- Revision of the Claremont College Aboriginal Reconciliation Action Plan (RAP).
- Child Safe Standards – Annual Review of Child Safe Program, annual improvement plan.
- Development of Staff Wellbeing Program.
- Further focus Parent Cyber Safety Awareness Seminars.
- Staff training and implementation of the whole school Wellbeing Initiative with AISNSW.

Governance and strategic planning

- Capital Works and development of the Preparatory (4-5 year olds) educational program.
- Governance Training – Child Safe, Risk and Gallup Strengths.
- Development of the school's enrolment strategy.



Initiatives to Promote Respect and Responsibility

At Claremont College, we strive to ensure that every student recognises their inherent value as a unique individual, an important member of our school, wider community and society. Central to this is the understanding that each child is deeply loved by God and precious in His sight. We are committed to nurturing self-worth and confidence in our students, which is embedded across all aspects of school life, from our curriculum, which incorporates values education, to our student wellbeing programs.

Chapel remains a weekly highlight, with students consistently offering enthusiastic and positive feedback.

Throughout the year, our students and their families showed remarkable generosity, supporting numerous charitable causes. Many students also designed and led local charity initiatives, drawing from their Project Based Learning experiences and Business in a Box programs.

Claremont continued its commitment to environmental stewardship through the efforts of the Eco-Warrior Club, encouraging responsibility and care for the planet among students.

We deeply value and actively encourage parent involvement in the life of the school. Parents contributed in many ways, including classroom support, reading programs, assisting at carnivals and excursions, presenting to student groups and supporting community events. Parent engagement was

also seen through participation in P&F meetings, Parent Information Evenings, and contributions to fundraising and service projects. Attendance at Student Learning Festivals, Music Recitals, and PBL Showcases remained strong. At our February Parent Information Evening, families had the opportunity to connect with class teachers and hear the Principal share the vision for the year ahead.

The work of our School Counsellor continues to be a vital part of our wellbeing framework. Through Federal Government support under the National Chaplaincy Program, we are grateful for the one-day-a-week pastoral care provision for both students and staff. Families regularly express appreciation for the genuine care and guidance provided. The School Counsellor is readily available to speak with parents about any concerns regarding their child's wellbeing or happiness at school. This proactive support has had a positive impact on addressing challenges and enhancing student welfare.

In collaboration with the Deputy Principal (Pastoral Care) and classroom teachers, the School Counsellor also facilitates Social Skills and Protective Behaviours programs across K–6. These programs are reviewed annually to meet the evolving needs of individual students and the broader year-level cohorts.

Community Engagement

Parent, Student and Staff Satisfaction

We are consistently encouraged by the positive comments received from parents, alumni, and local secondary school staff, recognising the strong foundation Claremont students gain throughout their primary years.

Informal parent feedback regularly highlights the dedication of our staff and the genuine care shown for each child's wellbeing, both daily and through structured student care programs. Where concerns are raised, these are addressed respectfully and in accordance with our Grievance Policies and Procedures, with all matters recorded in our Complaints and Grievance Register.

In our commitment to continuous improvement, Claremont College engages independent consultants to conduct surveys with parents, staff, and students. These surveys offer valuable insights across various educational aspects and help shape the College's strategic planning. Additionally, regular feedback opportunities are offered through P&F meetings, Fathering Project gatherings, and direct discussions with school leadership.

We deeply value the partnership with our parents and remain committed to listening, evolving, and enhancing the educational experience for all students.





P&F President's Report

While the school ground may be modest and the playground compact - Claremont students continue to inspire us by discovering endless opportunities with their passion and intellect. They thrive in the richness of creative arts, the love of music, the joy of dancing and performing, resilience of character and the depth of imagination.

Claremont is not just any school, it is a place filled with infinite possibilities to create and grow. Every student matters, every talent shines, every voice has a value, every difference is celebrated and every potential transformed into achievements. These are the qualities that make Claremont College truly exceptional.

Through our collective efforts, I am pleased to announce that we have successfully raised \$35,000. This incredible achievement reflects the generosity and shared commitment from our parents' community. This fund will be donated to the School, ensuring all students will continue to benefit from first-class resources and supporting the new robotics program in 2025.

We also bid a fond farewell to our Year 6 students and parents as well as other families departing Claremont. Thank you for being an important part of our Claremont family. Year 6 - your journey has been remarkable, you inspire younger students through grace and leadership, you inspire teachers with curiosity and most importantly you inspire each other with friendship and kindness.

Each one of you is an artist, dreamer, visionary, thinker and changemaker. As you step into new chapters - carry with you the joys of celebrating, the gift of courage and a passion to create meaningful impact. May your path be filled with discovery, new friendship and a purpose in Christ.

Finally, thank you for the opportunity to lead and serve the P&F over the past two years. Next year, the P&F will be in the very capable hands of Morgan Ryan, who brings a wealth of knowledge and experience to the role of President. I am confident that under Morgan's leadership, the P&F will continue to thrive in even greater ways.

Have a blessed holiday and I look forward to seeing you next year.

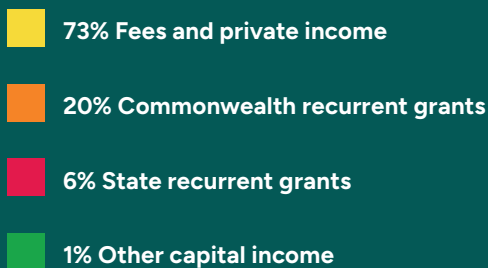
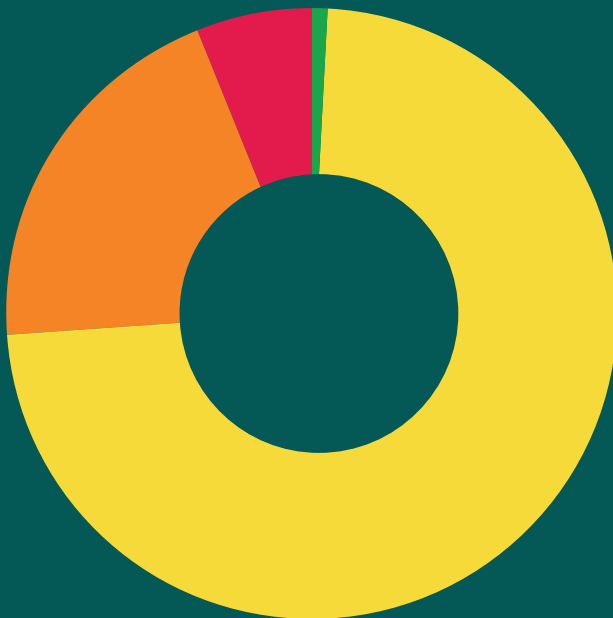
Mr James Jap

President, Claremont College P&F

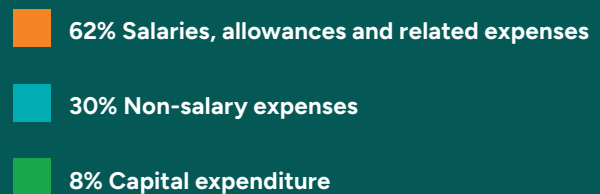


Financial Summary

Income



Expenditure





CLAREMONT COLLEGE

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

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