



# Annual Report 2025



**CLAREMONT COLLEGE**  
An Anglican Co-Educational Primary School





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# About Claremont College

Claremont College stands out as a premier co-educational Anglican Primary School nestled in the Eastern Suburbs of Sydney. Renowned for its unwavering commitment to educational excellence, 'The Claremont Advantage' offers a unique blend of academic rigor, innovative practices, personalised learning experiences, future-ready programs, and a foundation of strong Christian values. Although we are a small school, our impact on the lives of every member of our community is profound and far-reaching.

Our students come from diverse cultural backgrounds, with most families residing within a 5 km radius of the school. Claremont is an inclusive and welcoming community where students of all abilities and learning needs are supported to thrive. Inclusivity at Claremont means that our students who have reached the curriculum ceiling in their current year level are accelerated. At the same time, students who require adjustments to access the curriculum have their needs met. Through our innovative collaborative teaching pedagogy and thoughtfully designed learning spaces, every child is encouraged and challenged to learn at their point of need in a nurturing, 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, built on trust, consultation, and a shared commitment to our students' growth and success, as well as to our school community.

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

Inquiry-based learning is an active, student-centred approach where learners explore real-world problems, formulate questions, and investigate to discover answers. Instead of passively receiving information, students develop critical thinking and research skills under a teacher's guidance.

Building on the success of our stage-based approach to spelling, Claremont introduced stage-based learning in Mathematics for students in Stage 3 (Years 5 and 6) in 2025. This approach supports each student's individual learning journey at their point of need.

Alongside academic achievement, we value the holistic development of every child. Our programs in Science, History and Geography, Creative and Practical Arts, Sport, Physical Education, Personal Development, Indonesian, STEM Robotics and Problem Solving, provide students with rich and varied learning experiences within the framework of Christian education.

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 compassion. This year, being named once again among the top 40 independent primary schools in Australia affirmed what we already know: Claremont is a place where students thrive.

Claremont College is part of the Anglican Schools Corporation. The Anglican Schools Corporation (TASC) is a large, faith-based system of independent, co-educational day schools in New South Wales. Established by the Anglican Church Diocese of Sydney, it owns and operates around 20 schools, educating more than 15,000 students from Kindergarten to Year 12. Headquartered in Hurstville, NSW, the Corporation's primary mission is to provide affordable, high-quality, and community-focused Christian education. It oversees a large network of school students, ranging from pre-schoolers to Year 12 students, which operates with both independence and interdependence within the Corporation.

# 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.

## The Claremont College School Crest & Motto



### THE LAMP OF LEARNING

*You are the light of the world. Mark 5:14.*

### MENTE ANIMOQUE AGAMUS

Which means:

*"Let us work with heart and soul".*

# Chair of Council's Report

**I would like to acknowledge the Gadigal people, the traditional custodians of this land and pay my respects to Elders, past and present. I extend that respect to all Aboriginal and Torres Strait Islander peoples here today.**

While it was indeed sad to farewell a dynamic and respected leader like Mr Thomas, part of his legacy was a culture of collaboration and a group of excellent leaders. I would like to acknowledge the contributions of Larissa Cameron and Janelle Ford, who maintain stability in a climate of uncertainty, and who ensure the continuation of Claremont values, preparing the conditions for the new principal.

In last year's remarks, I highlighted three core Christian values: hope, love, and respect, embedded in Claremont's educational approach. I will briefly touch upon three ways in which education at Claremont fosters a Christian school culture. First, education at Claremont integrates central Christian principles such as love, kindness, patience, joy and hope into all aspects of the curriculum. Second, Jesus exhorted us to "Forgive, and you will be forgiven." (Luke 6:37). Forgiveness, i.e. acknowledging that anyone can make a mistake, the importance of forgiveness of others and seeking forgiveness underpins Claremont's approach to behavioural problems. Third, in accord with 2 Timothy 3:16, "All Scripture is God-breathed and is useful for teaching, rebuking, correcting and training in righteousness", the weekly chapel foregrounds the importance of scripture as a foundation for lifelong learning.

I extend my congratulations to every single student for their efforts this year. I hope that your year was filled with creativity, fun, and discovery. To the merit and pennant winners in 2025, the 2025 prize-winners, and the students voted house captains and school captains for 2026, I extend my heartiest congratulations. It is indeed special to be recognised and rewarded for one's hard work. And I extend

my congratulations to the parents, grandparents, and all family members, as we know that individual achievement is built on the support of loved ones.

At the end of a challenging year, I would like to thank the teachers and professional staff for their dedication and resilience. Adversity does not have to be a barrier. It can be the very thing that builds resilience. I hope that everyone recognises the resilience of the Claremont staff in delivering a learning experience grounded in compassion, care and a commitment to 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 their children's learning experiences.

I would like to thank Toula Saffo, in her role as Business Partner of the Anglican Schools Corporation, for providing invaluable support to the school in 2025.

I would like to thank the P&F, especially the executive members (Morgan Ryan, John Keldoulis, Jessica Taylor, and Keith Chow), for providing invaluable support to the school this year.

I would like to thank my fellow Councillors (Paul Bridgen, Diane Lee, Emma Little, Laraine Lucas, and Eric Setiawan) for the time they have devoted to Claremont this year. Their wisdom, passion, and commitment have been essential to the school's governance.

For those students returning in 2026, I hope that you will look forward eagerly to returning to Claremont in the new year. And for those of you leaving, may the knowledge gained at Claremont, the friendships made, and the values imparted be with you as you begin your new educational adventures.

**Emeritus Professor Dr Marc Williams**  
**Chair, Claremont College School Council**



# Principal's Report

**2025 has been a year of change at Claremont College. With the Principal (Doug Thomas) retiring after 18 years, the school has been in a transition phase while The Anglican Schools Corporation (TASC) has been advertising for a new Principal to take the school into the 2030s and 2040s.**

During this period, the school has been capably led by the Executive Team, who were committed to the school's core values of collaboration, innovation, and compassion, and to a soft rebranding and marketing process to ensure the school's stability during this period of transition. The Executive Team, along with the whole school team, have worked with a strong sense of commitment and purpose to ensure our excellent teaching and learning programs have continued, and the Claremont students thrive at school through their learning, friendships, challenges, achievements, and connections with peers and staff.

## Wylie Cottage

In 2025, we completed the refurbishment of a school property to create a state-of-the-art learning environment for our Preparatory students in their final year before Kindergarten. This beautifully designed space embodies our ongoing commitment to fostering an inspiring atmosphere where children can truly thrive. Named after Mina Wylie, an alumna of Claremont College and one of the first two women to represent Australia in the Olympics in 1912, Wylie Cottage is much more than just a Prep building. It is a dynamic space that encourages innovation, celebrates collaboration, and places compassion at the core of our daily learning experiences. Wylie Cottage is set to open at the beginning of 2026.

## Parent Community

We are incredibly grateful for the strength and support of our parent community throughout 2025, for their commitment not only to their children but also for their gift of time, given to school events and the school community. The profound value of a healthy school community lies in the reciprocal

relationship between wellbeing and academic achievement. When our students, educators, and families feel safe, included, and supported, educational engagement and physical and mental health outcomes improve.

## NAPLAN and G&T Programs

Our NAPLAN results were again very strong in 2025, and many of our students excelled in competitions such as ICAS Mathematics and English, as well as in programs for Gifted Students, including Gateways Mathematics, Ethics Olympiad, Gateways English, Gateways Science, Ted Talks, Debating, and Chess Competitions. Our students were placed 1st in the Ethics Olympiad in 2025. We have enhanced our stage-based learning program by building upon our Spelling Mastery and accelerated Excelsior Spelling and Vocabulary groups in the Primary grades. Now, we've extended this approach to include stage-based Mathematics for all Stage 3 students. This initiative ensures that each student's learning needs are met, while also providing an accelerated Mathematics pathway for those working above their year level.

## Sport

Sport is a vibrant and valued part of life at Claremont College, with students enjoying an outstanding variety of opportunities to develop their skills, confidence and teamwork. Throughout the year, students participated in major sporting events including our Swimming, Cross Country and Athletics Carnivals, as well as a range of representative gala days in AFL, Basketball, OzTag and Gymnastics. Our diverse Wednesday Sport program further enriches students' experiences, offering activities such as swimming, gymnastics, football, futsal, water polo, tennis, basketball, surfing, dance, and athletics, alongside physical literacy, fundamental movement skills, resilience, teamwork games, and specialised athletic development. This breadth of opportunities encourages every student to discover new interests, develop lifelong healthy habits and experience the joy of participation, teamwork and personal achievement.

## Key Roles

To demonstrate how we prioritise student and staff wellbeing and safety, there are three key roles in our small school that not only help everyone survive, but thrive.

and originality. We wrapped up the year at our School Presentation Day, with a focus on one of our future skills, resilience, where we learned how the book character Winnie the Pooh copes with the challenges life throws his way by sighing and saying

“When our students, educators, and families feel safe, included, and supported, educational engagement and physical and mental health outcomes improve.”

The first role is that of our School Counselor, Ms Cath McKersie who serves as a vital part of our educational environment. She fosters holistic student development by providing mental health support, and behavioral coaching. By bridging the gap between students, teachers, and families, Ms McKersie creates a safe, inclusive space that empowers students to thrive both in and out of the classroom. Her Social & Emotional Wellbeing programs offer individual and group counseling to help students navigate anxiety, grief, friendship issues, and family transitions, by learning skills such as resilience, conflict resolution, and emotional regulation.

The second role I would like to bring to your attention is that of our School Nurse, a position that is shared by two very capable and qualified staff.

his well-known expression, “Oh Bother”, before he bounces back to solve the problem in front of him.



**Mrs Janelle Ford, Interim Principal**

### Qualifications

EdD Candidate, School of Education (UNSW)  
MEdLM (NU)  
MEd (UTS)  
DipTeach (NU)  
HR Strategy Cert. (LBS)

### Awards

Quality Teaching Award (NSW Minister for Education & The Australian College of Educators)  
Outstanding Professional Award (The Professional Teachers Council NSW)  
Professional Excellence Accreditation  
Highly Accomplished Teacher Medal

## Future Focussed Learner Dispositions

At Claremont, we intentionally teach learner dispositions that focus on future skills to help our students thrive well beyond their Primary years of schooling. Our future skills include: resilience, collaboration, curiosity, reflectiveness, empathy, risk-taking, flexibility of mind, ambition, initiative, persistence, focus, good judgement, self-assurance,

# Student Profile

## Population

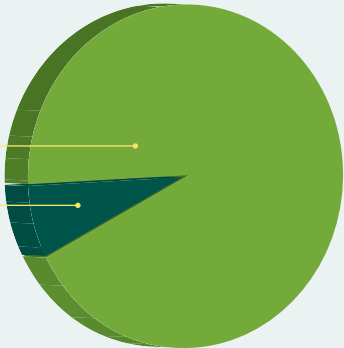
In 2025, the school population comprised 267 students, reflecting a diverse and vibrant learning community with an equal gender distribution of 50% male and 50% female students. Within this cohort, 55 students were represented in the Nationally Consistent Collection of Data (NCCD), highlighting the range of additional learning needs supported across the school. The student body reflects a variety of language backgrounds, with Mandarin being the most prevalent, followed by other Chinese language backgrounds. The school community also reflects diverse faith traditions, with Anglican identified as the largest group, followed by Catholic, alongside a range of other religious affiliations.

## Attendance

In 2025, student attendance data reflected strong levels of regular engagement with schooling. Attendance accounted for 93.17% of all recorded attendance, indicating that most students consistently attended for the entire school day. Absences accounted for 6.83% of total records. These figures demonstrate positive attendance patterns across the student population, with most students maintaining consistent participation in learning.

### STUDENT ATTENDANCE 2025

Full Day attendance - **93.17%**  
Absence - **6.83%**



Percentages may not total 100 due to rounding.

## NAPLAN Results 2025

In 2025, students in Years 3 and 5 participated in the National Assessment Program – Literacy and Numeracy (NAPLAN), achieving strong outcomes across all assessed domains, including Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy. Overall, Claremont College performed above NSW benchmarks in each area.

Student achievement is reported against four proficiency levels: Exceeding, Strong, Developing, and Needs Additional Support. In both Year 3 and Year 5, a greater proportion of Claremont College students achieved at the Strong and Exceeding levels compared with the NSW average, and fewer students required additional support.

These results reflect the impact of high-quality teaching, targeted intervention, and personalised learning, supported by the shared commitment of students, staff, and families to positive learning outcomes.

While NAPLAN provides important insight into literacy and numeracy achievement at a point in time, it represents only one aspect of student learning. Claremont College remains committed to educating the whole child, valuing not only academic growth but also the development of resilience, confidence, creativity, compassion, and well-being.

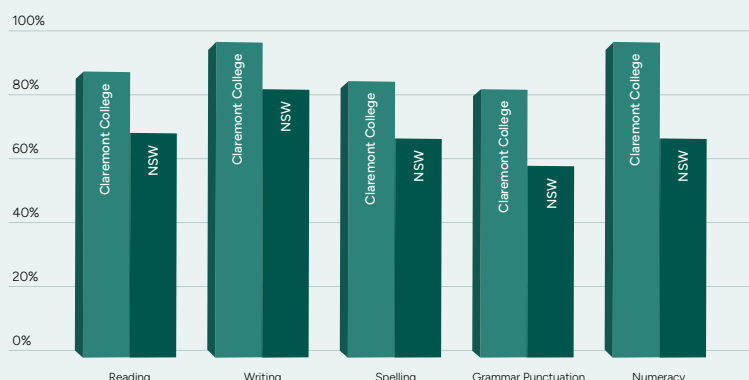
## Year 3 NAPLAN Results

Year 3 students performed above NSW benchmarks across all five assessment domains. Particularly strong results were achieved in Writing and Numeracy, with more than 95% of students achieving the Strong or Exceeding proficiency

levels. Reading, Spelling, Grammar and Punctuation results were also significantly above state averages, demonstrating a strong foundation in literacy and numeracy.

### YEAR 3 NAPLAN 2025

Percentage of students achieving strong or exceeding proficiency bands compared with NSW.



## Year 5 NAPLAN Results

Year 5 students also exceeded NSW benchmarks across all assessed domains. The strongest performance was evident in Reading, Writing, Grammar and Punctuation, and Numeracy, where

a substantial majority of students achieved in the Strong or Exceeding proficiency levels. These results reflected the continued growth of students' literacy and numeracy skills throughout their primary years.

### YEAR 5 NAPLAN 2025

Percentage of students achieving strong or exceeding proficiency bands compared with NSW.



## Summary

The 2025 NAPLAN results demonstrated that Claremont College students continued to perform strongly relative to NSW benchmarks. Across both Year 3 and Year 5, students achieved high levels of proficiency in literacy and numeracy, with particularly strong outcomes in Reading, Writing, Grammar and Punctuation, and Numeracy.

The College remained committed to fostering academic excellence while supporting the social, emotional, and personal development of every student. These results reflected the dedication of our students, the expertise and commitment of our staff, and the valued partnership between school and home that underpins student success.

# Staff Profile

## Staff Overview

Claremont College employed 26 qualified teachers in 2025. These teachers comprised the Principal and 2 Deputy Principals, the equivalent of 14 Class Teachers, a Head of Inclusive Education and 3 Learning Enrichment Teachers, and a full-time Sports and PE Teacher. In addition, part-time Specialist Teachers employed included an Indonesian teacher (two days a week), a Music teacher (three days a week), a Library Literature teacher (three days a week) and an Art teacher (one day a week).

Our teachers were supported by a team of professional staff, including a full-time School Counsellor, a part-time School Librarian, and 4.6 Teaching and Learning Assistants (TLA's). Administrative and professional support staff for 2025 included 4 administrative staff, 2 part-time School Nurses, a full-time ICT Manager and a full-time Property Manager.

## Teacher Accreditation 2025

Seven teachers received support as they worked toward a higher level of accreditation.

| LEVEL OF ACCREDITATION                        | NUMBERS |
|-----------------------------------------------|---------|
| Highly Accomplished + Professional Excellence | 2       |
| Experienced Teacher                           | 4       |
| Proficient Teacher                            | 18      |
| Provisional Teachers                          | 1       |
| Conditional                                   | 1       |
| TOTAL                                         | 26      |

## School Staff 2025

| STAFF                | NUMBERS |
|----------------------|---------|
| Teaching Staff       | 26      |
| Full-time equivalent | 22.4    |
| Non-Teaching Staff   | 15      |
| Full-time equivalent | 13.2    |

## Teacher Standards 2025

| 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%    |
| 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

Professional Learning at Claremont College is a key feature of the continuous improvement process staff engage in each year. Opportunities include:

- Staff development days
- Mandatory compliance professional learning
- Professional learning in teams and stages
- Job-embedded professional learning where staff learn from each other
- Early Career Stage Program
- Team Leaders (Middle Leadership) Program
- External conferences, workshops, seminars and online webinars.
- Professional Learning Opportunities for Parents

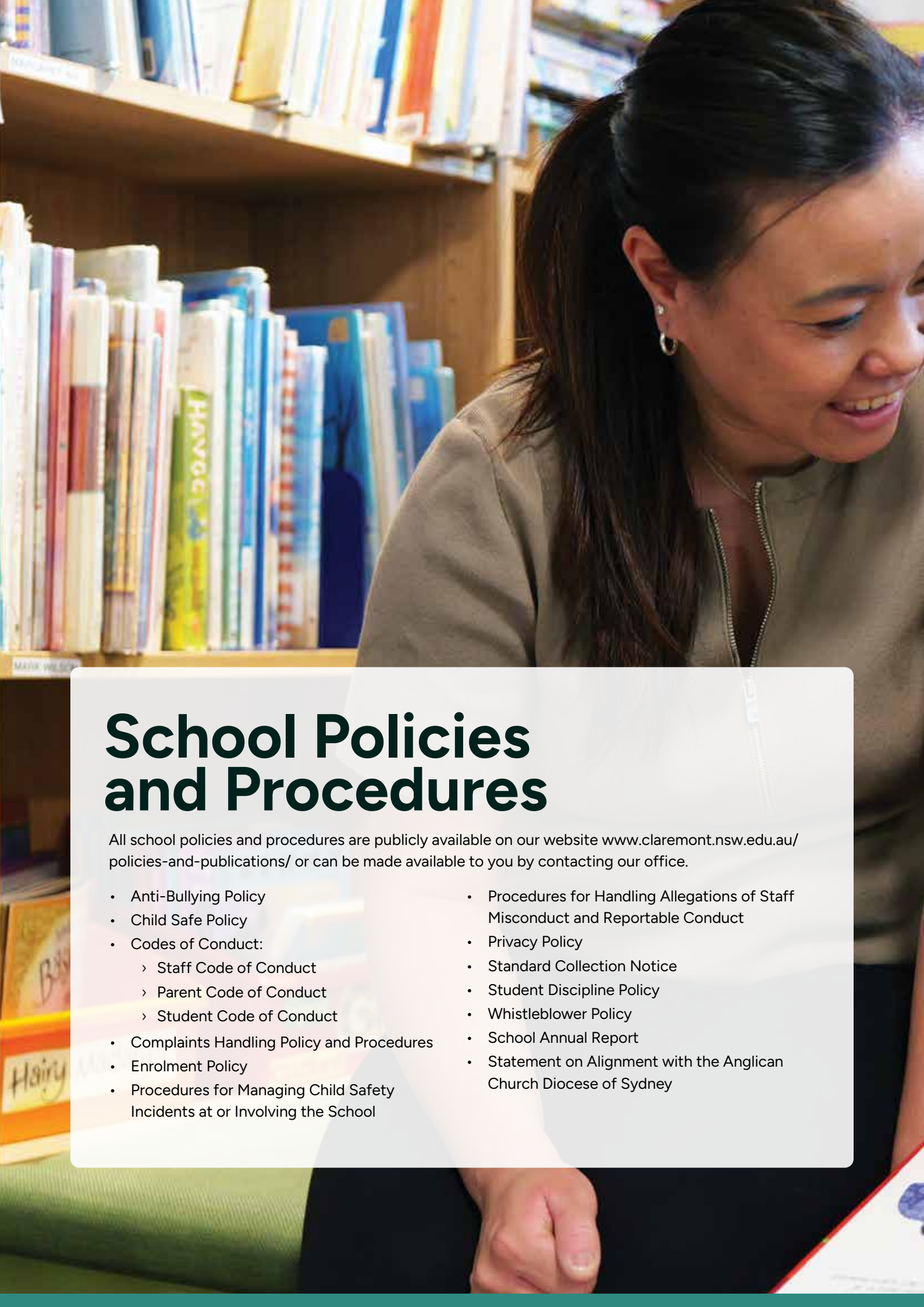
## **Our school community is a learning community.**

Staff professional learning throughout 2025 reflected a strategic investment in continuing to build a high-performing school culture. The strongest emphasis was placed on staff wellbeing, leadership development, and the new curriculum areas of HSIE (History and Geography) and Creative Arts (Visual Arts, Music, Drama), as well as teaching and learning strategies, demonstrating a commitment to supporting staff, strengthening middle and senior leadership capacity, and enhancing instructional practice. These programs were complemented by ongoing job-embedded professional learning, alongside targeted learning in compliance and safety, teacher development, inclusive education, Aboriginal education, and professional accreditation. Collectively, these professional learning experiences strengthened staff capability, fostered continuous improvement, and supported high-quality outcomes for students and the wider school community.

Throughout 2025, Claremont staff offered a diverse range of professional learning opportunities for parents, strengthening the partnership between home and school. Families were invited to attend workshops and information sessions covering key aspects of their child's education, including the Kindergarten Reading Workshop, Gifted Education, Differentiation Across Infants and Primary, and The Stage 3 Learning Experience at Claremont. Parents also gained practical guidance on contemporary issues through the YSafe Cyberbullying presentation and All Things IT at Claremont, while sessions on Sports Programs and Transition to High School provided valuable insights into the broad opportunities available to students. In addition to the annual Parent Information Evening, these sessions aimed to equip parents with the knowledge and confidence to actively support their child's learning, wellbeing, and development at every stage of their school journey.

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.

Claremont College continued to support the professional learning of other schools in 2025, providing online workshops for teams of staff and whole-school staff communities to assist their transition from single-teacher classrooms to collaborative teachers working together in learning spaces.



# School Policies and Procedures

All school policies and procedures are publicly available on our website [www.claremont.nsw.edu.au/policies-and-publications/](http://www.claremont.nsw.edu.au/policies-and-publications/) or can be made available to you by contacting our office.

- Anti-Bullying Policy
- Child Safe Policy
- Codes of Conduct:
  - › Staff Code of Conduct
  - › Parent Code of Conduct
  - › Student Code of Conduct
- Complaints Handling Policy and Procedures
- Enrolment Policy
- Procedures for Managing Child Safety Incidents at or Involving the School
- Procedures for Handling Allegations of Staff Misconduct and Reportable Conduct
- Privacy Policy
- Standard Collection Notice
- Student Discipline Policy
- Whistleblower Policy
- School Annual Report
- Statement on Alignment with the Anglican Church Diocese of Sydney



# School-determined Improvement Targets

## AREAS OF ACHIEVEMENT IN 2025

### Student learning, curriculum and teaching

- The teaching staff were involved in training of the new HSIE and Creative and Practical Arts syllabus documents.
- The teaching staff were involved in training and implementation of Gifted and Talented programs.
- The installation of a native garden with native bees for the students to learn about the importance of nature, and to have a quiet area to explore

### 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 on Parent Cyber Safety Awareness Seminars.
- Staff training and implementation of the whole school Wellbeing Initiative with AISNSW.
- Combustible cladding replacement

### Governance and strategic planning

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

## AREAS FOR IMPROVEMENT FOR 2026

### Student learning, curriculum and teaching

- The teaching staff will be involved in training for the new Science, and the Personal Development, Health and Physical Education (PDHPE) curriculum areas.
- The teaching staff will continue to be involved in training and implementation of Gifted and Talented programs, through the introduction of Stage-Based Learning in Stages 2 and 3.
- Staff training and support for students with special needs and disabilities.
- Focus on the new Middle Leadership team and their professional learning.
- Plan and increase the outreach programs available to students to broaden their understanding of the world.
- Future Ready Lab | Provide additional after-school Technology Programs.
- Create a kitchen garden and calm space for students to appreciate where their food comes from, as well as this being a space away from the playground for students to relax.
- Consistent Parent communication through parent information sessions to communicate and collaborate through the change to Stage-Based learning in the Primary years.
- Transition to High School Program: extend and enrich the current program by providing more opportunities for parents to engage in the program, and prepare their child and themselves for the transition to high school.

### School safety and wellbeing

- Continued schoolwide commitment, delivery and participation throughout the year in the Positive Behavioural Interventions and Supports Program (PBIS) with ISNSW support.
- Staff training and implementation of the whole school Wellbeing Initiative with ISNSW.
- Prioritise the wellbeing of staff, students and the

school community during a period of transition of leadership.

- Revisit the possibility of closing Judge Lane during school hours for safety reasons.
- Introduce Parent-Information Hour each month for clarity and Community Wellbeing.
- Strengthening whole school wellbeing (students, staff and parents) through internal events and the community beyond the school.

## Governance and strategic planning

- Implementation of the first year for Prep students in Wylie Cottage.
- Complete Wylie Cottage front fencing, garden and balcony.
- Development of Marketing Strategy with the support of a strategic advisor, to increase community awareness of Claremont College and to increase enrolments.
- Commission a demographic survey to map the exact makeup of a population, especially young families, to understand the trends where families live, and their educational expectations. This will provide concrete evidence to validate marketing and planning decisions.
- Create upgrades to the School website, School App and Newsletter, to provide a better online experience for existing parents and prospective parents.
- Capital works to include the school lift replacement, upgrades to the front office and entrance to the school area.
- Child Safe Training, Student Duty of Care, WHS Injury Management, Discrimination, Harassment and Bullying, Annual Cyber-Safety Training, & Privacy in Schools Training
- Strengthening connections to local Anglican Churches, through the Church Ministers, and their preschools, and by actively promoting Church programs for Primary age students.
- Strengthening connections in the local community with daycare and preschool facilities.

## Christian Education

### MISSION – Inspire for Life

At Claremont College, we are committed to inspiring every student to grow in character, purpose and lifelong learning. As a Christian school, we seek to help students develop an understanding

of the Christian faith and the values that shape our community. We encourage students to live with integrity, compassion and a heart for serving others, providing a strong foundation for the choices they make throughout their lives.

### VISION – Impact That Matters

Our vision is to create a Christian learning community where every student is known, valued and encouraged to flourish. Through authentic relationships, outstanding education and genuine care, we aim to make a lasting and positive impact on the lives of our students and families. We aspire to equip young people with the confidence, character and sense of purpose to make a meaningful contribution to their communities and the world.

### VALUES – Collaboration | Innovation | Compassion

Our Christian faith underpins everything we do. Guided by the example of Jesus, we strive to foster a culture where collaboration, innovation and compassion are lived out every day. We value strong relationships, a commitment to excellence, and a learning environment where every individual is encouraged to grow, contribute and thrive.

### Faith in Action

Students have regular opportunities to explore the Christian faith in engaging and age-appropriate ways. Each week, they gather for Chapel, where they enjoy Bible stories, songs, prayer and music led by our student Chapel Band. Weekly Scripture classes provide opportunities for students to learn from the Bible through storytelling, discussion and role play, while exploring how Christian values such as kindness, respect, forgiveness and compassion can be lived out in everyday life. Students can also choose to deepen their faith and friendships by participating in a range of voluntary clubs, including CRU, JaM and the Stage 3 Bible Study Breakfast Group, fostering a strong sense of belonging, service and community.

### Why This Matters

At Claremont College, our aim is not simply to teach students about the Christian faith, but to nurture young people of character, compassion and purpose who are equipped to make a positive difference in the lives of others.

# Community Engagement

## Opportunities for Parent Involvement

There are many opportunities for parents, grandparents and friends to become actively involved in the life of Claremont College. While there is no expectation that families participate in every event, our aim is to provide a diverse range of opportunities throughout the year that foster connection, celebrate learning and strengthen our school community.

In 2025, these opportunities included P&F meetings and events, Kindergarten's First Day, the Kindergarten Parents' Afternoon Tea, the Year 6 Leadership Induction, assisting with excursions, weekly Chapel Services, the Year 5 Games and Pizza Afternoon, Parent Information Evening, parent workshops (outlined in the Professional Learning section), sporting events including gala days and carnivals, Goal Setting Meetings, Grandparents and Special Friends Day, guest speakers supporting curriculum units, our ANZAC Service, Book Week celebrations, the Native Garden Working Bee, Learning Festivals, parents supporting student fundraising initiatives, Kindergarten reading groups, Library assistance, our bi-annual Dads' and Kids' Camp, International Day celebrations, choir performances, the Christmas Decorations Working Bee, the Year 6 Valedictory Dinner, our Christmas Nativity and Chapel Service, the Gingerbread House Afternoon, the Year 6 Final Afternoon and our Annual School Speech Day.

## Outreach Programs

Connecting with the wider community through meaningful outreach programs has been a long-standing priority at Claremont College. These experiences provide authentic opportunities for students to develop compassion, empathy, gratitude and a genuine commitment to serving others.

In 2025, Stage 3 students participated in visits to The Big Kitchen in Bondi, where they learned

about community service initiatives and assisted in preparing meals for people experiencing homelessness.

Our Year 4 students commenced a partnership with a local preschool, visiting regularly to read stories, play with younger children and develop positive mentoring relationships through a buddy program.

Our Year 5 students continued their valued visits to Dorothy Boyd Aged Care, spending time with residents by reading stories, playing card games, singing songs and, most importantly, listening to and learning from the residents' life experiences.

Students across all year groups also enthusiastically supported a range of fundraising initiatives throughout the year. In 2025, they raised funds and awareness for Sydney Children's Hospital, blankets for people experiencing homelessness, Busking for Change (an Indigenous Literacy Foundation Initiative), Orangutan Day, Diabetes Awareness, and Christmas Hampers for Viva Charity, demonstrating their growing understanding of the importance of making a positive contribution to the wider community.

## Current and Prospective Parent Experience

In 2025, we commenced the transition to an improved School App and the school enrolment procedure, enhancing communication, improving accessibility and creating a more seamless experience for both current and prospective families.

## Parent, Student and Staff Engagement

We are consistently encouraged by the positive feedback received from parents, alumni and local secondary schools, recognising the strong academic, personal and character foundations that Claremont students develop throughout their primary years.

Parents regularly acknowledge the professionalism, dedication and genuine care demonstrated by our staff, as well as the nurturing environment in which every child is known, valued and supported. When concerns are raised, they are addressed respectfully and promptly in accordance with the College's Grievance Policies and Procedures, with all matters appropriately recorded in our Complaints and Grievance Register.

As part of our commitment to continuous improvement, Claremont College partners with ISNSW every three years to conduct independent surveys of parents, staff and students. These surveys provide valuable insights that inform strategic planning and future school improvement. Throughout the year, additional opportunities for feedback are provided through P&F meetings, Fathering Project gatherings, parent information sessions and direct conversations with school leadership.

We believe that the strongest schools are built on genuine partnerships between home and school. By listening carefully, responding thoughtfully and continually seeking feedback, we strive to strengthen these partnerships and ensure every family feels welcomed, valued and connected to our community. This collaborative approach enables us to continually refine our practices, celebrate our successes and provide the very best educational experience for every child.

**Underlying every aspect of community engagement is our exceptional team of staff. Their professionalism, expertise and unwavering commitment to each student's learning and wellbeing, create the welcoming, connected and caring culture that defines Claremont College.**



*Dads' and Kids' Camp*

# P&F President's Report

It is with great pride that I present the Parents & Friends Association Report for 2025.

Having been part of the Claremont College community for eight years, I continue to be inspired by the generosity and spirit that make this school such a special place. This year has been a wonderful reminder that a thriving school community is built not only within the classroom, but through the relationships, experiences and shared moments that bring families together.

The strength of the P&F has always been its people. Throughout the year, parents generously gave their time, energy and talents to support our school. Whether volunteering at events, baking cakes, selling raffle tickets, setting up stalls or quietly helping behind the scenes, it is this collective effort that creates the warm and welcoming community Claremont is known for.

This year, the P&F delivered a wonderful calendar of events for our families and children. From favourites such as the Colour Fun Run, Mother's Day Breakfast, Grandparents Day, the Neon Disco and Family Fun Night, to smaller initiatives and activities throughout the year, each played a part in creating a fun and memorable year at Claremont.

In 2025, the P&F proudly raised \$45,000, with every dollar directed back into the school to support our students and their experience at Claremont.

These funds supported a range of important initiatives, including:

- Playground equipment upgrades
- Undercroft improvements
- The Open Parachute wellbeing program
- YSafe cyber safety education
- Robotics resources
- Virtual reality headsets
- Drones and STEM learning equipment

These investments reflect our commitment to supporting the wellbeing of our students, embracing new opportunities for learning and continuing to improve the spaces in which our children learn and play.

The P&F's partnership with the school leadership team remains one of our greatest strengths. Built on respect, collaboration and a shared commitment to our children, it allows us to work together in the best interests of the school. I extend my sincere thanks to Mrs Ford and all Claremont staff for their ongoing support, encouragement and willingness to work alongside the P&F throughout the year.

As we look ahead, I am excited about the opportunities to continue building a community where every family feels welcome and valued.

The P&F will continue to focus not only on fundraising, but on creating opportunities for families to come together, form friendships and play an active part in school life.

It is a privilege to serve as P&F President and I thank every parent, carer, volunteer and staff member who has contributed to another successful year.

With gratitude,

**Morgan Ryan**  
**President, Claremont College Parents**  
**& Friends Association**

# Financial Summary

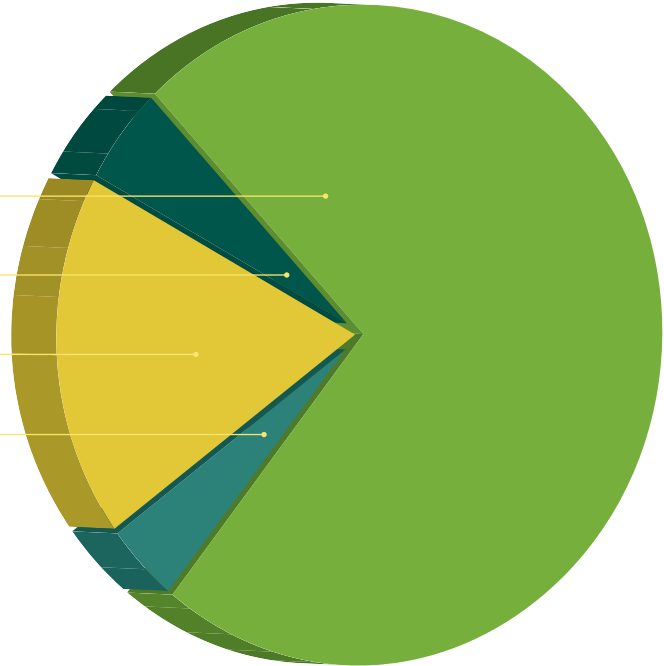
## Income

■ Fees & Private Income - **73%**

■ State Recurrent Grants - **5%**

■ Commonwealth Recurrent Grants - **18%**

■ Other Capital Income - **4%**

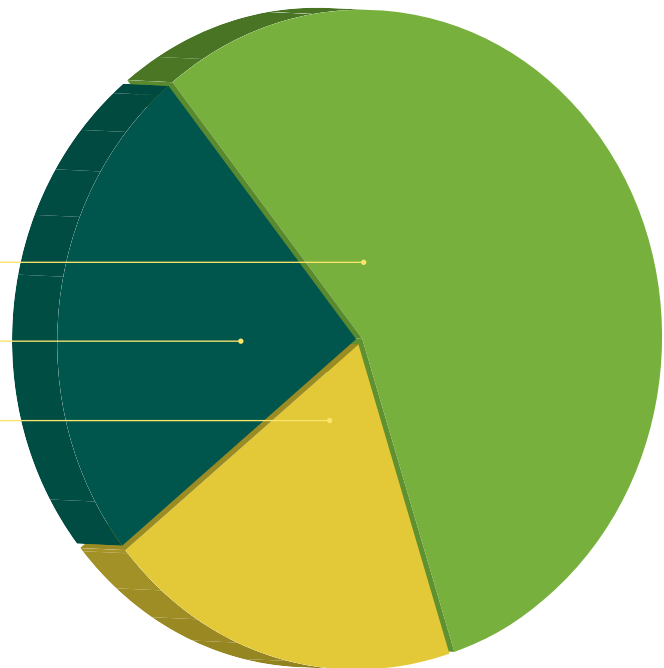


## Expenditure

■ Salaries, allowances & related expenses - **56%**

■ Non-salary expenses - **25%**

■ Capital Expenditure - **19%**





**CLAREMONT  
COLLEGE**  
RANDWICK

Further information about Claremont College can be found at  
[www.claremont.nsw.edu.au](http://www.claremont.nsw.edu.au) and [www.myschool.edu.au](http://www.myschool.edu.au)

30 Coogee Bay Road, Randwick NSW 2031

**T** (02) 9399 3217    **E** [office@claremont.nsw.edu.au](mailto:office@claremont.nsw.edu.au)

**W** [www.claremont.nsw.edu.au](http://www.claremont.nsw.edu.au)

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