



Clemes Student Outcomes

At Clemes we aim to provide an environment that equips Year 11 and 12 students with:

- a deep understanding of the School's Purpose and Concerns
- the opportunity to practise the School's Purpose and Concerns
- a broad understanding of and empathy for the Quaker testimonies of Simplicity, Peace, Integrity, Community, Equality and Earthcare
- a rigorous academic program that equips students with the skills to achieve an Australian Tertiary Admissions Rank (ATAR) by completing the Tasmanian Certificate of Education (TCE) or the International Baccalaureate Diploma Program (IBDP)
- the skills to meet the Australian Core Skills Framework standards in learning, reading, writing, oral communications and numeracy (for TCE students)
- the skills to fulfil the characteristics of the IB learner Profile (for IB Diploma Program students)
- the skills to fulfil the outcomes of our Curriculum Statement: Our intention is to enable students to gain the skills, knowledge and understanding they will need for living
- an environment where the development of the whole child is paramount, not just a focus on academic results
- an understanding that Clemes has a non-selective, open-entry policy for all students which encourages and celebrates diversity
- a diverse range of course selection options which cater for a variety of future pathways
- the opportunity to complete the Clemes Certificate which promotes Creativity, Action and Service.

We would like Year 11 and 12 students at Clemes to have:

- a focus on belonging to a community and a willingness to contribute to something greater than the individual
- a culture of independent decision making in a socially considerate way
- a restorative way of dealing with conflict and disputes and a strong sense of social justice
- an environment that actively encourages students to 'let their lives speak'



- an environment that promotes and challenges ideas, stereotypes and assumptions
- an environment that raises awareness of and encourages action on a range of issues and dilemmas facing the modern world
- a wide range of service opportunities, which enable the student to engage with the broader community
- a willingness to accept the challenges facing society and initiate action to counter these
- an environment where students are given the opportunity to demonstrate and initiate leadership and stewardship in a range of areas
- a culture of continuous improvement, which allows students to reach their potential and challenge their perceived boundaries and limitations
- a sense of autonomy and self-awareness where students make considered decisions and understand the relevant implications
- the tools for self-analysis and self-reflection through silence and other means which aim to build resilience and other coping mechanisms for the everyday world.