



Catholic Education Policy

Related Policies

Approved by: Executive

Implementation date:

Revision date: January 2026

St Clare's Contact Officer: Leader of Learning Academic Wellbeing

Rationale/Purpose

The purpose of the St Clare's College Elite Performance Program is to work in partnership with students (and their families) competing or performing at an elite level.

The program seeks to assist students in negotiating the myriad of high-performance workload while maintaining a healthy training-competition-school-life balance, which supports students' well-being and their ability to sustain both their academic progress and potential in their chosen discipline.

The Elite Performance Program Policy clarifies the school's role in supporting students who compete or perform at an elite level and the creation of timetable/study provisions to assist students in balancing their studies and training/competition commitments.

Definitions

Sport

St Clare's College utilises the Foundations, Talent, Elite and Mastery Framework (FTEM Framework) developed by the Australian Institute of Sport (AIS) to review, plan and support athlete pathways. The FTEM framework consists of four phases which are further distinguished into ten micro phases. Students who wish to apply for the Elite Performance Program (EPP) are required to submit within their application accurate information and identification as being either at the Talent, Elite or Mastery level.



The Elite Performance Program Panel will review applications in conjunction with the FTEM Framework to determine the applicants sporting status plan. FTEM Framework can be accessed here: <https://www.ais.gov.au/ftem>

Performing Arts

Students at an Elite level require ongoing vocational training leading towards the establishment of a career in the Performing Arts. Students at this level are required to attend 17+ hours of set training*/rehearsal* sessions per week.

*Training/rehearsal sessions: are to be ongoing/regular and scheduled by the training institution only. Sessions outside of this will not be included.

Examples of Elite Performance Training in the Performing Arts include (but are not limited to):

- The Australian Ballet: ITP Level 1-3
- Brent Street: Academy
- RAD exams: Level 6/8 (dependent on training hours) OR Intermediate/Advanced Foundations
- AMEB Grade 6+
- QL2 – in season only

Policy

This policy sets out the procedures for the application to access or extend status in the Elite Performance Program, and the responsibilities for the implementation of the program in learning and teaching programs ensuring compliance with Australian Curriculum mandates.

Successful applicants are to meet all educational requirements for their grade level and maintain a satisfactory level of academic progress, performance, application, behaviour and attendance.



Procedures

Students seeking inclusion into the program need to complete the relevant application form and submit supporting documentation to the Leader of Learning Academic Wellbeing for review.

Applications received are reviewed / assessed on individual merit by a panel consisting of the Leader of Learning – Academic Wellbeing, Leader of Learning – Health and Physical Education and Leader of Learning - Performing Arts.

The level of provisions applied is commensurate with the level of competition and/or performance. The Academic Wellbeing Coordinator notifies applicants and documents the provisions applied for the semester following panel review.

Provision Levels:

Level 1: General Academic Consideration

Provisions include extensions for assessment tasks and/or reduced homework to ease the workload during times of intensive training and/or competition/performance periods. Provisions are determined in consultation with and collaboratively between the Leader of Academic Wellbeing, relevant Leader of Learning and subject teacher. The Leader of Academic Wellbeing informs the student's guardian, subject Leader of Learning, Pastoral Coordinator and subject teachers. Details documented in SEQTA.

Level 2: Partial or Line Allowance

Provisions are dependent on the level and type of competition/performance and include a partial or reduction in study load for like elective study or Physical Education classes only. Students granted an exemption are to participate in College carnivals and events. The Leader of Academic Wellbeing registers students to attend the Learning Commons during the timetabled periods for the identified elective study or Physical Education class.



Students are to use the SEQTA Attendance Kiosk to sign into and out of the Learning Commons for timetabled periods where they will undertake independent study. The Leader of Learning HPE and Performing Arts routinely reviews academic progress, performance, application to studies (learning dispositions), behaviour and attendance throughout and at the end of the semester to ensure students meet program expectations. Students must seek College approval through the Leader of Academic Wellbeing if a training schedule conflicts with timetabled lessons. The Leader of Academic Wellbeing informs the student's guardian, subject Leader of Learning, Pastoral Coordinator and subject teachers. Details documented in SEQTA.

Program Expectations:

Students are to:

- Comply with College curriculum, assessment, behaviour and attendance policy and procedures.
- Ensure a satisfactory standard of academic progress, performance, application to studies, behaviour and attendance.
- Provide the Leader of Learning Academic Wellbeing with advance and current information regarding College absences for competitions and/or training/rehearsals;
- Seek College approval through the Leader of Learning - Academic Wellbeing if a training schedule conflicts with timetabled lessons.

Criteria:

Students seeking access to the Elite Performance Program must have demonstrated:

- Competition/performance at an elite level – see definition section of policy.
- Endorsed documentation from a coach/instructor to verify level of competition/performance and associated training commitments.
- A satisfactory standard of academic progress, performance, application to studies, behaviour and attendance.
- Proven capacity to engage in and uphold independent study.

Any teaching or coaching undertaken voluntarily by the student (as distinct from being coached) will be considered as a part-time job, not as part of her elite program.