

# 2016 Clayfield College Annual Report





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# PMSA Mission, Vision and Values

## Our Mission

Our mission is to provide outstanding teaching and learning environments for our students and staff, in schools built on the teachings and examples of Jesus Christ.

Our focus is to enable students to discover and then develop their God-given talents.

Our aim is for students to achieve personal excellence, live a fulfilling and satisfying life and make a meaningful contribution to family and society.

## Our Vision

Our vision is to build communities based on Christian foundations, by providing teaching and learning environments of excellence, permeated by Christian faith and actions.

## Our Values

### RELATIONSHIPS

Founded on God's relationship with us – love, justice, compassion, forgiveness

### CARE

Providing a safe environment for growth and development, respecting self and the needs of others

### ETHICS

Integrity, seeking the truth, right thinking and right action

### PERSONAL DEVELOPMENT

Growth, resilience, learning from mistakes and successes, continuous improvement, self-management

### EXCELLENCE

Encouraging all to fulfil their potential

### CELEBRATION

Recognising and celebrating the achievements of students, staff and our wider community

# From the Chair



**DR ANNE BENNETT**

*Chairman – Clayfield College Council*

Clayfield College is a vibrant and caring community, focused on providing an outstanding education in a Christian environment. Our school motto, *Let your light shine*, is at the heart of our purpose.

I am pleased to report that Clayfield college has had another busy and successful year, with its staff, students and extended school family achieving success in numerous and varied areas of endeavor.

## Governance

Clayfield College is governed by the PMSA Council and with delegation of authority, by the School Council. The School Council is responsible to the PMSA and to the broader community of school stakeholders and is committed to good governance practice. Members of the School Council are appointed from the PMSA Council and from the community and these positions are voluntary. The School Council meets approximately 10 times a year to carry out its role. Throughout the year, I and other School Councillors have the privilege of attending a number of school events which showcase the amazing talent, depth and diversity of our school.

## School Leadership

In 2016, we were pleased to welcome Mrs Kathy Bishop as the new principal of Clayfield College. Mrs Bishop has extensive experience in the Independent School sector, particularly in girls' education. She brings a new and exciting vision and strong leadership skills to the school. Throughout the year Mrs Bishop and her executive have worked hard to review and further develop the policies and procedures that support and enable the academic and co-curricular offerings of the school.

In the second half of 2016, under Mrs Bishop's leadership, the school commenced the process of developing a new School Strategic Plan. Wide community involvement was encouraged with facilitated workshops and stakeholder feed back.

At Speech Night, the 4 key strategic intents were announced:

- Hearts: Shining brightly as one family
- Minds: Lighting up minds to achieve our best
- Souls: Shining God's light in a Christian, caring community
- Maintaining the Light: Underpinning with sound governance, management and resources

Further work will be undertaken in 2017 to finalise the Strategic Plan so that it will be the roadmap for the school going forwards with measurable outcomes to ensure we are achieving our goals.

## Staff

The staff at Clayfield College are dedicated to educating and supporting our students. They are committed to further developing their own levels of knowledge and expertise by participating in professional development, undertaking research projects and contributing to advisory boards. They then share with and mentor their colleagues so that there exists an aspiring, professional and knowledge based culture among staff at Clayfield College. The PMSA supports this with opportunities for teachers to be acknowledged as significant and expert classroom educators with a supporting pay structure. This allows the excellent dedicated classroom teachers to stay in the classroom and still have career advancement.



## Academic Outcomes

At Clayfield College, we understand that an excellent education empowers young people to achieve their goals and change their lives for the better. Clayfield College offers a large number of academic opportunities that question, challenge and develop our students, making them eager and confident learners.

NAPLAN results for 2016 showed all years achieving significantly higher than state and national averages.

In 2016, the graduating class of Year 12 students, performed exceptionally well with outstanding results in the Queensland Core Skills Test and resultant excellent outcomes in the OP scores. 23.1% of the cohort achieved an OP of 1 or 2 and 50% of the cohort achieved an OP of 1 to 6.

For the first time, as part of the leadership opportunities for the 2017 Year 12 students, Academic Captains were appointed. As a new student leadership position, it emphasises the importance of academic commitment at Clayfield College.

## Co-Curricular

Clayfield College offers a wide variety of co-curricular activities and encourages our students to participate in areas that interest. The relatively smaller size of the school provides a great opportunity for students to try a number of different activities and be selected for school teams. Importantly, participation in co-curricular activities helps students to develop their physical, social and spiritual wellbeing.

Music has always been an area of strength with high levels of participation. Clayfield College music groups continue to excel and provide much pleasure to the whole school community.

## Christian Ethos

As a PMSA school, Clayfield College places great importance on its Christian ethos. All students have the opportunity to know the Lord and develop a personal relationship with him. Throughout the year, Rev Paul Yarrow, with the help of students, leads a number of Chapel services for School Houses, year groups and boarders. Faith Week focuses the whole school community on our Christian beliefs as we celebrate our Christian heritage.

An extension of our Christian faith is service to others. A number of community projects have been supported during the year by different student groups culminating in a service trip to South India in November by senior students.

## Facilities

The school understands the importance of continuing to develop our built environment. Following the opening of the Nancy Ashburn Learning Resource Centre at the end of 2015, refurbishment of the Middle Years Classroom Block was commenced. This comprehensive refurbishment created attractive, modern purpose-designed learning spaces and was completed in March 2016 for the use of the middle years students.

Also in 2016, we acknowledged the immense contribution to the school of Mrs Carolyn Hauff AM, past College Principal from 1991 to 2006, with the naming of the boarding house the Carolyn Hauff Boarding House.

In conclusion, the School Council is confident in the leadership of Mrs Kathy Bishop and the direction the school is heading. We believe that Clayfield College is building on strong foundations, providing an excellent education for our girls and young boys and we look forward to seeing them empowered to achieve their goals and *letting their light shine*.

# From the Principal



**MRS KATHY BISHOP**

MEd, BEdSt, BA, GradDipEd, MACE, MACEL, AFAIM, MAICD

*Principal – Clayfield College*

## Clayfield College: Committed to Excellence

Clayfield College is an exceptional school where girls and young boys achieve personal excellence in a supportive, Christian and caring environment. It is a school where all individuals are valued for their unique qualities and talents.

Clayfield is an independent, non-selective day and boarding school, co-education PP-6, girls-only Years 7-12 and girls-only boarding from Year 5. Clayfield College is justifiably proud of its academic record and achievements and consistently attains admirable NAPLAN and OP outcomes, being in the top 10 schools in Queensland and, with such an excellent team of academic and corporate staff, provides the very best educational experience for all our students. With 100% of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer, the breadth, strength, balance and quality of our education is further highlighted by successful scholarship recipients at Australian universities and overseas in Cambridge, Rome and Seattle. The College is recognised within the Australian and international community as a school that inspires students to strive for academic success, and with the dynamic teaching and learning community, the College is committed to continuous improvement.

As a leading educational institution, Clayfield constantly upgrades and develops the school's facilities. Twenty secondary classrooms were refurbished and ready for the commencement of the 2016 academic year and two Year 6 classrooms and ten Middle Years classrooms were opened from the beginning of Term 2.

In conversations within the Clayfield community, staff and parents regularly discuss the Clayfield experience and talk about the 'Clayfield Way' of cultivating the mind, heart, body and spirit of Clayfield. During the year, in preparation for our 2017-2021 strategic planning, we refined the 'Clayfield Way' to focus on the three pillars of Minds, Hearts and Souls. To be able to 'maintain' and support the pillars, the College will build a solid foundation of sound governance, fiscal responsibility, optimal operational efficiency and effectiveness, and strategic resourcing.

Clayfield is proud of the impressive accomplishments of our students. Participation and success in a wide range of academic competitions, Queensland Girls' Secondary Schools Sports Association (QGSSSA) and Andrews Cup sports, music bands, choirs and ensembles, visual art and drama activities, as well as community and charitable service, is always very high.

Our supportive school community is actively engaged. The Clayfield College Old Girls' Association reconnected with many past alumni, young and old, and developed new strategies for supporting the Old Girl network and being involved within the life of the College. The Parents and Friends' Association have parent representatives from every area of the school including the boarding parents. This ensures that all views are taken into account and acknowledges the different needs of the young girls and young boys through to the confident and capable young women who are exiting at Year 12.

Clayfield's global presence was evidenced through service work completed at Amar Seva Sangam near Madurai in the Tamil Nadu

district of southern India, the cultural and educational exchange program with Canada, the academic program at Cambridge University, the skiing trip to Japan, and girls being involved in the NASA Space Program in Houston, Texas.

Thank you to the College Council, staff, students, Old Girls, alumni, parents and friends of Clayfield for a positive and successful 2016.



# From the Business Manager

## Capital Works

The Middle Years Classroom Block underwent a major renovation to increase classrooms and equip them with interactive technology and new furniture.

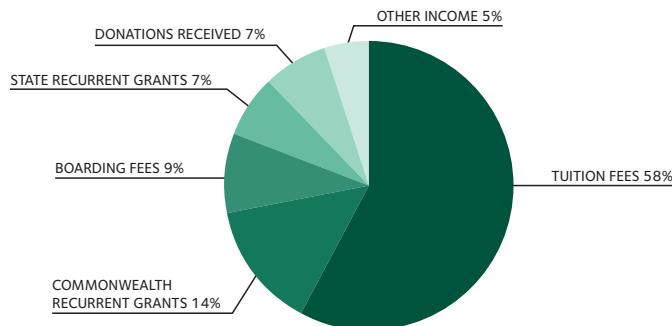
## Budget Control

The College is committed to minimising operating expenditure and to seek savings and efficiencies through strong resource stewardship. Fee increases for 2016 were 4% and discounts for paying fees annually in advance were 4%.

Sources of income and areas of expenditure are explained below.

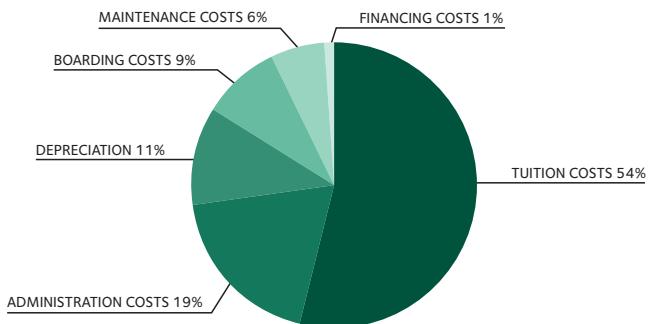
### SOURCES OF OPERATION INCOME 2016

(EXCLUDES CAPITAL INCOME)



### OPERATIONAL EXPENDITURE 2016

(EXCLUDES CAPITAL INCOME)



**REBECCA KNEZEVIC**

Business Manager



# Parents & Friends' Association

## The Year in Review

Our wonderful parent community has continued to provide valuable support to the College, both socially and financially in 2016. With a typically busy year, the P&F kicked off Term 1 with our Annual Welcome Night on Friday 29 January with about 200 parents and staff in attendance. Despite threatening weather and a late venue change, this event was very successful with many parents keen to meet our new Principal, Kathy Bishop, in a relaxed and casual environment. It was a lovely night and a fantastic way to celebrate the start of the 2016 school year.

Feedback from staff and parents about this format continues to be very positive. This was the first year that the event was fully funded by the P&F and at our 2016 planning meeting the Executive voted to continue funding this important part of our Community Calendar.

All our usual events were held throughout the year including QCS breakfasts, morning tea for the staff on World Teachers' Day, Volunteers Thank You morning tea and the Year 12 mothers' lunch. The P&F supported College events including the LUX Art Awards, the Annual Carols by Candlelight celebration, the year-end music festival - 'Claycella', the Graduate Art Show and the 2016 Formal and Semi Formal. We also funded numerous Speech Night prizes including the Ida Kennedy Bursary and other prizes in honour of our past Principals. I would like to express a heartfelt thank you to all the volunteers who supported the P&F and its activities in 2016.

The Primary School, Music, and Sports Support Groups were busy organising events during the year including Mother and Fathers' Day stalls, the very successful Clayfield College Race Day, a fantastic Trivia Night, Father Daughter Breakfast, an elegant Mother Daughter High Tea and Fashion Parade, Friday tuckshops and many more activities. A huge thank you to the busy Support Group Executives whose passion and commitment is always inspiring! The Support Groups are the powerhouses of the parent body at Clayfield, and where the action really happens and where hard-earned funds are raised for the College. Thank you to all those involved in making our Support Groups successful.

The P&F oversees the operations of the College Shop and Tuckshop and surplus funds from the operation of these businesses have supported many projects in the College throughout the year.

Thank you to Kathy Bishop and all the members of the College Executive, the teaching and corporate staff, our hard-working P&F Executive members, and all our dedicated parents, thank you for your commitment and constant efforts for the College and the students.

2016 has been a year of rebuilding for the P&F with a focus on replenishing cash reserves after several years of large donations to the College Building Program. In spite of this, through the hard work and dedication of many parents, the P&F and its Support Groups have committed over \$60,000 in donations to the College for 2016. More importantly, however, these parents have helped to grow the wonderful community that is Clayfield College.

### ERIN HEATH

President Clayfield College Parents & Friends Association





Clayfield College is one of Queensland's leading independent girls' schools, providing a tradition of quality education.

Founded in 1931, the College has a proud history of offering a Christian learning environment in which students are encouraged, nurtured and inspired to achieve personal excellence. The College is located in the beautiful inner-northern Brisbane suburb of Clayfield, only six and a half kilometres from the central business district and served well by public transport. The City train network is situated close by, and the College is well serviced by both council and private bus lines. The College is only five kilometres from the domestic and International airports, as well as the Gateway arterial road that links the Gold and Sunshine Coasts.

Clayfield College welcomes students from all over Australia and the world, catering for girls from Pre-Prep to Year 12 and boys from Pre-Prep to Year 6. The College is also a Boarding School for girls, caring for students from Year 5 - 12, on a daily, casual, weekly or term basis.

Clayfield College is owned and governed by the Presbyterian and Methodist Schools Association, as a joint mission of the Uniting and Presbyterian Churches in Queensland.

#### SCHOOL ADDRESS

23 Gregory Street, Clayfield, Queensland 4011

#### TOTAL ENROLMENTS

|                  |     |
|------------------|-----|
| Students         | 674 |
| Girls            | 616 |
| Boys             | 58  |
| Indigenous girls | 23  |
| Indigenous boys  | 1   |

#### YEAR LEVELS OFFERED

Pre Prep – Year 12

#### CO-EDUCATIONAL OR SINGLE SEX

|              |                   |
|--------------|-------------------|
| Co-education | Pre-Prep – Year 6 |
| Girls only   | Year 7 – Year 12  |

# Distinctive Curriculum Offerings

**Clayfield College is committed to excellence and to the premise that every student will learn and achieve positive outcomes.**

To this end, the College provides both a range of curriculum offerings to meet a variety of student interests and needs and differentiated learning experiences in the classroom, to support the range of students' learning styles. Teachers develop lessons so that students are both challenged by their learning and encouraged by opportunities to succeed.

Working with the Early Years Learning Framework and The Queensland Kindergarten Learning Guidelines in Pre-Prep, Australian Curriculum (Years P-10) and The Queensland Curriculum and Assessment Authority Syllabi (Years 11 and 12), Clayfield College offers a rigorous academic environment where learning is a continuum from Pre-Prep to Year 12. All students study the core areas of English, Mathematics, Science, Humanities, Arts, Languages and Health and Physical Education to Year 9. Following on from a bridging course in year 10, in Years 11 and 12 students undertake English and at least one Mathematics subject, augmented by the study of four elective subjects. The range of elective subjects offered is broad and encompasses the Arts, Languages, Business and Health.

## Significant Areas of Learning

### LEARNING IN THE ARTS

Clayfield College offers a very dynamic program in the Arts. The Music program is based on the Kodaly methodology which aims to synthesise skills in different areas of music, creating the 'whole' musician. This aural based, sequential, developmental approach is integral to the classroom music program at Clayfield College. From Pre-Prep, students engage in regular music lessons (daily in Pre-Prep and Prep), with a string lesson introduced in Year 3 and a band program in Year 5 and 6. Our academic music program is taught by highly experienced music specialists from PP-12. The Co-curricular music program works in partnership with the classroom program, which results in a very high level of student involvement in music across the College. Over 250 students are currently involved in a choir, band, string ensemble or chamber group, as part of the Co-curricular Music program.

Specialist Visual Art teachers ensure that students from Year 1 are exposed to exciting, creative experiences in Visual Arts, which include working across a variety of media. Interested students can take part in Artbox, a co-curricular activity which allows students a block of time to develop and play with their artistic ideas. Professional artists visit the school to engage with students and senior students take part in a weekend long Art Retreat which also provides an opportunity to work with professional artists. Probably the most innovative professional input into student learning has come from the very successful Artist Mentor Program for senior

students. This P&F funded program has enabled artists Simone Eisler and Wendy Windsley to work in conjunction with the class teacher to inspire the students and assist them with technical and creative problems when making their artworks.

Drama, which is introduced from Year 6, is also taught throughout the College by specialist teachers, who strive to give students a real-life experience of the theatre through visits to professional performances, as well as inviting professional actors to work with classes on different styles of acting. A highlight for senior students is the major production which they undertake each year at the Powerhouse theatre complex. For this production, the students work for an extended time with professional actors or playwrights to evolve the script, as well as acting and being responsible for all production aspects of the performances.

### LEARNING IN ENGLISH

The English Department seeks to ensure that students are constantly learning new ways of using language as they acquire new knowledge, skills and experiences. English teachers work to affirm the active participation of students in their own learning and foster ongoing dialogue with them, recognising the significance of this process in literacy development.

English teachers seek to engage students with texts and experiences that will enable them to participate as active citizens. One of the ways this occurs is through the inclusion of texts representing Asian, and Aboriginal and Torres Strait Islander peoples and various other cultural groups. Year 11 students, for example, are invited to consider the ways in which different ideologies are embedded in texts that represent Asia-Pacific cultures, while Year 8 students explore biographical narratives about Aboriginal peoples and examine the role of culture in shaping a sense of identity.

The Shake and Stir Shakespearean productions are hosted by the English Department each year and these energetic performances are enjoyed by students in Years 7 through to 12. Students currently study Shakespearean works in Years 8, 9, 10 and 12 and all students enjoy the opportunity to engage with these texts in live format.

### LEARNING IN HEALTH AND WELL-BEING

The College recognises the importance of physical, mental, emotional and spiritual health in the overall development of each student. A Physical Education program, which emphasises the gradual development of physical skills, is augmented by a Health program which covers a diverse range of health related issues, such as the significance of healthy eating. Year 10 students put their learning into practice by devising and mounting a school-wide Health and Fitness Expo and inviting students from other year levels to visit a number of stalls for information on ways to promote their health. This takes part in Health and Fitness week, which is an initiative for the whole school.

Personal Development lessons from Prep to Year 12 are devised to be relevant to the needs of each age group and support the mental and emotional growth of the students. Our strong Christian education program supports students' spiritual wellbeing.

### **LEARNING IN HUMANITIES**

Clayfield College is committed to providing the skills necessary for students to become active and informed twenty-first century citizens, through the study of Humanities. Humanities is the study of human behaviour and interaction in social, cultural, environmental, economic and political contexts and includes the study of Accounting, Business, Economics, Geography, History (both Ancient and Modern), Legal Studies and Social Science. At Clayfield College, students study a variety of topics relevant to society today and curriculum offerings reflect world events. In the early years, following the Australian Curriculum, students study how they fit into their families, their communities and then the wider world. As they move through the College, students gain a broader understanding of the world in which we live and how people can participate as active and informed citizens, with the high-level skills needed for the twenty-first century. Business subjects begin in Year 9 and options include Contemporary Business, Launch into Business, and Launch into Law. In 2016, students are offered real world experiences to support their learning, through activities as far ranging as participating in archaeological digs; operating a small business concern; participating in a Medieval Fayre and visiting landfill and charity sorting facilities to understand the impact of Fast Fashion. Guest speakers are incorporated where possible to provide opportunities for students to study real life examples. Students in Humanities are also offered the opportunity to extend their learning and understanding through participation in National and State competitions such as the Premier's ANZAC Prize, National History Competition and QUT BlueShift Competition

### **LEARNING IN LANGUAGES**

The learning of a language other than English is compulsory for all students from Year 4 to Year 9. Students of all languages participate in language speaking competitions and in 2016, Clayfield College once again received a number of prizes. Most notable was Wenyana Lee, Year 11 student, who won the MLTAQ Gold Coast Japanese Speaking Competition, and, sponsored by the Japan Foundation, went on to compete in the national competition in Sydney, where she placed second. Students participate in the Education Perfect World Championships each year and, in 2016, Year 11 student Risa (Lisa) Suetomi was awarded an Elite Award, placing her in the top 0.2% of global competitors.

Spanish continues to be a popular choice for students, with many students choosing to begin their study of Spanish in Year 10 in an accelerated beginner course.

Enrolment numbers across the three languages in the school are very strong in the non-compulsory years (Years 10 to 12). In 2016, 40% of students in the Senior years studied at least one language. This figure is expected to increase in 2017 as Spanish extends to Year 12.

### **LEARNING IN STEM**

Clayfield recognises the importance of equipping students for the skills in Science, Technology, Engineering and Mathematics for careers in the twenty first century. As well as Mathematics and Science subjects across all year levels, students in the Primary years study Digital Technologies and Design Technologies. This is broadened from Year 6, with the introduction of Food Technology and Control Technology (Robotics). Classroom study of STEM subjects is augmented with whole school projects such as Science Week and visits from a scientist, as part of the Scientist in School program. Students are also invited to participate in STEM competitions and programs including the RACI Titration Competition, UQ Science Ambassadors' Program, UQ Robo Challenge, UQ ICT Young Explorers Challenge, Tech Girls Super Heroes Challenge, Maths Team Challenge and the Engineering Forum with Department of Main Roads and Transport.

### **LEARNING WITH TECHNOLOGY**

Clayfield College is committed to enhancing student learning by integrating relevant technologies into teaching and learning experiences. Our strategic intentions identify the need to, 'integrate ICT (Information Communication Technology) and other technologies across the curriculum to enhance learning within and beyond the educational context.' We are doing this through our compulsory BYOT (Bring Your Own Technology) Program, through which students will access, communicate, collaborate, and create through technology in their daily learning experiences. This is an approach now being preferred in schools around the world, in which the technology that students already possess and use in their daily lives can be utilised in their educational environment to enhance their learning experiences.

Clayfield College believes that controlled, appropriate use of technologies will help our students to become information producers rather than consumers, and self-directed learners and collaborative team players. We believe it is important to guide young people in developing the skills they will need to be productive, responsible digital citizens.

## **Specially Tailored Programs**

### **ALTERNATE PATHWAYS IN SENIOR SCHOOLING**

Opportunities are provided for senior students who choose not to be eligible for an Overall Position to follow an alternate pathway to either tertiary studies or other post-school destinations. Students may elect to study one or more vocational courses which are in such diverse areas as nursing, fitness, and film and television. These are undertaken with Registered Training Organisations, including TAFE Colleges and allow students to undertake studies leading to Certificates I-IV, as appropriate. Last year, the College introduced a Diploma in Business, which students are able to undertake on campus and this has had a significant uptake this year. The diversity of senior pathways offered ensures that 100% of our students, who want to do so, receive an offer of a place in a tertiary course.

## **ELITE SPORTING PROGRAM**

To alleviate the pressures being placed on young elite athletes, the College has built into the curriculum opportunities for students in Years 6–12, who are excelling in their sport, to train at school, as well as having additional time for study during the school day. To be eligible for entry into this program, students need to be at either state or national representation level within their particular sport. Personalised timetables are negotiated to meet each student's academic and sporting needs.

## **ENGLISH AS A SECOND LANGUAGE**

Students for whom English is not their first language are provided with specialist curriculum support. English as Another Language or Dialect (EAL/D) is offered as an alternative to foreign language study in Years 6 to 9 and students in Years 10 to 12 are offered EAL/D Support as an elective subject. These classes not only develop the student's competency in English, but also offer support in achieving success across other curriculum areas. There is a focus on cultural and situational contexts of language and the need for students to make critical observations and choices about language. EAL/D students in Years P to 5 participate in a comprehensive program taught by specialist staff.

## **ENRICHMENT AND EXTENSION**

Students who are identified through diagnostic testing, documentary evidence and/or a health professional's referral as having a learning difficulty or disability are supported in their learning through an Enrichment program. This program operates across the school through the provision of specialist teachers, teacher aides, special resources and special provisions where applicable.

Teachers differentiate in the classroom and gifted students are supported through extension activities and added challenge in their classwork. In addition, they are encouraged to participate in academically challenging co-curricular activities such as Brainways and ISQ's Days of Excellence.

## **SCHOOL IMPROVEMENT PLAN**

At Clayfield College, we provide a quality learning environment which enables and supports dynamic teaching and learning. Our students achieve their personal and educational goals, with 99% of graduating students each year achieving entry into a tertiary course of their choice. NAPLAN results for our students in Years 3, 5, 7 and 9 remain consistently above the state average. Nevertheless, like any dynamic organisation, we believe in the concept of continuous improvement. We have devised a School Improvement Plan based on the National School Improvement Tool, devised by the Australian Council for Educational Research. Within our plan, we are working on three Domains from the tool. Within each Domain are goals and strategies for meeting those goals. The three Domains and associated goals that currently form the basis of the plan are listed below.

## **ANALYSIS AND DISCUSSION OF DATA**

- A systematic plan for the collection of a range of student achievement and wellbeing data will be established and implemented.

- A high priority will be given to professional development aimed at building teachers' and leaders' data literacy skills
- Teachers will be encouraged to analyse and use a range of student data to improve learning outcomes for students

The use of data, both qualitative and quantitative, to enhance student learning has become an expectation of all teachers. Teachers refer to a range of data, including grades for academic achievement, the results of benchmark testing, such as NAPLAN and PAT tests, and longitudinal data such as OP data and QCS performance data. Analysis of this data allows teachers to identify such issues as inconsistencies on students' results, gaps in students' learning, improvement and areas requiring attention, and allows teachers to differentiate more effectively in the classroom. The College's interest in improving the use of student data led to the successful application to be part of an Independent Schools Queensland Data Project, commencing next year. This project aims to provide expert advice and support to assist the College to use data more effectively.

## **A CULTURE THAT PROMOTES LEARNING**

- The school ethos will be built around high expectations and commitment to excellence, incorporating an expectation that every student will learn and achieve positive outcomes.
- Student engagement in the classroom will be sustained at a high level.

Whilst offering a range of pastoral and co-curricular activities, the main focus of the College remains the commitment to advancing the learning of every student. Every student is encouraged to work hard and set high expectations for themselves. The principles of Growth Mindset have been adopted, whereby each student is encouraged to replace the concept of 'I can't do that' with the idea that 'I can't do that, yet'. Teachers have undertaken professional development in the area of Feedback and have honed their skills relating to the most effective form of feedback and the way this should be delivered. Teachers differentiate in the classroom and provide quality feedback and support to encourage student learning.

## **AN EXPERT TEACHING TEAM**

- The Professional Partnerships Program will become a focussed program of professional development for all teaching staff.

This program has developed into a suite of action-research programs, whereby teachers, working in partnerships, focus on a classroom skill they wish to develop. Following professional reading in the area, they initiate ways to develop this pedagogical skill in their lessons and initiate ways to collect data to demonstrate its effectiveness. Over the three years of its implantation, this program has produced demonstrable change in classroom dynamics and is improving the quality of classroom instruction. Working with a partner provides a platform for teachers to exchange professional readings and ideas and to visit each other's classroom to observe and provide significant feedback.

We look forward to the development of this, and all aspects of the School Improvement Plan, over the coming years.

# Primary School

The Primary School at Clayfield College is a warm, nurturing and inviting co-educational environment where the staff pride themselves in the implementation of differentiated programs and quality learning experiences. The individual needs of each boy and girl are catered for in a purposeful manner.

Students in Prep – Year 6 follow the Australian Curriculum, which outlines curriculum content, and the learning expected at points in the students' schooling through the specification of achievement standards. The integration of technology and inquiry learning form an important part of the teaching and learning pedagogy in the Primary School. The school motto is 'Let your Light Shine'. As a coeducational primary school, we provide a broad range of academic subject offerings and co-curricular activities so that each child can discover their gifts and talents and ultimately – 'Let their Light Shine.' To enable each individual to maximise their potential, they are challenged on a daily basis and given ample opportunities to flourish in our Christian environment.

## Curriculum Offerings

### LEARNING IN PRE-PREP

In Pre-Prep, the students' learning program is developed around the Working with the Early Years Learning Framework and The Queensland Kindergarten Learning Guidelines. These documents form the foundation of pedagogy and inform teaching decisions. To assist children with their development of identity, all students wear a uniform to ensure they feel a part of the College. Children are also able to make choices and decisions about their learning and their involvement and participation. The program is also influenced by constructivist theory as well as the Reggio Emilio approach and a teacher and teacher-aide support the children. At the end of 2015, the Pre-Prep Centre undertook the National Quality Framework assessment and ratings visit. The final ratings are:

- Quality Area 1 - Educational program and practice: Exceeding
- Quality Area 2 - Children's Health and Safety: Meeting
- Quality Area 3 - Physical Environment: Meeting
- Quality Area 4 - Staffing Arrangements: Meeting
- Quality Area 5 - Relationships with Children: Exceeding
- Quality Area 6 - Collaborative Partnerships with Families & Communities: Exceeding
- Quality Area 7 - Leadership and Service Management: Meeting

### LEARNING IN ENGLISH

The Primary School Classroom Teachers have extended the ISQ action-research project to further develop, through systemic inquiry, the stages of the 6+1 Writing Traits Model of Instruction and Assessment. These key traits define quality writing and this approach was explicitly taught to the students across the Primary School. Through the implementation of Learning Walks in 2016, in the primary classrooms, teachers were supported in developing their knowledge and teaching of the 6+1 Writing Traits. These walks also strengthened the role of colleague peer coaching within the primary school and has provided the teachers and students with a common, cohesive language when approaching the development of writing.



Staff also utilise a variety of programs to complement and enhance their classroom practice. Some of these programs are outlined below.

- Accelerated Reader drives the practice component of our comprehensive reading program in Years 3 to 6. It promotes personalised practice whilst providing our teachers with the data they need to move individual students toward reading success. Students read a book, take a quiz, and get immediate feedback. The students get excited and motivated when they see their progress. Our teachers can also easily monitor and manage students' independent reading practice.
- ACER Online Assessments and Reporting are a time-effective test, which students in Years 2 to 6 complete at the start of each academic year. Delivery of the test is online and reporting is available immediately after tests are completed, which enables teachers to identify strengths and areas for

improvement in Comprehension, Spelling, and Mathematics. This data is used by our teachers to inform allocation of Learning Enrichment and Extension, and focussed teaching episodes within the classroom to address individual learning needs.

- Words Their Way is a teacher-directed, student-centred approach to vocabulary growth and spelling development whereby our students engage in a variety of sound, pattern and meaning activities, sorting pictures and words. This approach caters for differentiated learning in the Primary classroom.

### **LEARNING IN MUSIC**

The classroom Music program for Pre-Prep – Year 6 is based on the famed Hungarian composer and music educator, Zoltan Kodaly. In Pre-Prep and Prep, students engage in daily classroom Music lessons. All year levels have classroom music programs, which sequentially develop the students' aural skills and general musicianship to a high level. Enriching lessons develop musical literacy while extension is possible through numerous choirs, bands, orchestras and ensembles. Many performance opportunities are offered throughout the year – Assemblies, Opus Concerts, and Prep Music Night.

In Year 3, the students participate in a Strings Program where every child is provided with a stringed instrument: double bass, violin, viola or cello. They participate in compulsory, weekly, introductory, whole class lessons conducted by a qualified specialist string teacher.

### **LEARNING IN LANGUAGES**

In Years 4–5, the children have two lessons a week of an allocated world language, which could be Spanish, Chinese or Japanese. These three Languages operate on a rotation so that students study one language in Year 4 and continue it in Year 5. In Year 6, students have the choice of studying two of the three languages on offer.

### **LEARNING IN STEAM**

Clayfield College recognises the importance of equipping students for the skills in Science, Technology, Engineering, The Arts and Mathematics (STEAM) for careers in the twenty first century. In Years 1–6, all Primary students study Mathematics, Science, Information Technology, Design Technology and Visual Art. This is broadened from Year 6 with the introduction of Food Technology, Control Technology (Robotics) and Drama.

Our Primary Support Group donated funds to our community for the Primary School to create our new MakerSpace room. In here, students can create and invent using many state of the art technology gadgets: Little Bits, Ozobots, 3D printers, electric circuits. The MakerSpace room is used as part of the Technology curriculum from PrePrep to Year 6, and for lunchtime club activities. Besides our technology in this room, there is also the opportunity to create using LEGO (even on our large LEGO wall as well), shadow box, and wood and recycle construction. Flexible and age appropriate furniture enables the students to utilise the resources effectively.

Coding is an important language for our students' future and this is embraced through our Technology lessons using resources such as The Hour of Coding and Code.org. We have also collaborated with Code Camp Australia to offer students the opportunity to design and code their own games. This is offered as part of our holiday activities program.

In the Primary School, National Science Week is celebrated annually. This week is devoted to raising the awareness of Science as an integral part of students learning. A variety of experiences is coordinated which include presentations from CSIRO, the Bug Lady, Ocean Life, AVA Petpep, Geckoes Wildlife and Secondary Chemistry Teacher Science Demonstrations.

Last year, our BYOT (Bring Your Own Technology) Program became compulsory in Years 1–6, and our students continue to access, communicate, collaborate, and create using technology in their daily learning experiences.

In addition to the BYOT devices, the College provides a broad range of technology:

- 6–8 laptops per class for Years 1–6
- 25 iPads in the Early Years classes
- Interactive tables
- Interactive whiteboard or touch screen technology in each classroom
- 3D Printers
- Google Goggles
- Beebots
- Surface Pro Tablet for each teacher
- Lego Mindstorm, Lego WeDo
- Green Screen Technologies
- Teleconferencing facilities

Science Excursions and Incursions in 2016 included:

- Pre-Prep – Little Green Thumbs Workshop, Waterbug Wonders Workshop, Rainforest Experience Puppet Show, Care of Pets
- Prep – Ocean Life Education, LEGO Education Centre, The Science Factory
- Year 1 – Mt Coot-tha Botanical Garden, Big Bang Education
- Year 2 – Bugs Education
- Year 3 – Astronomy Evening, Geckoes Wildlife
- Year 4 – Ocean Life Education
- Year 5 – Big Bang Education
- Year 6 – The Science Factory

## **LEARNING IN THE HUMANITIES**

The Humanities and Social Sciences subjects have an historical and contemporary focus, from personal to global contexts, and consider challenges for the future. Through studying Humanities and Social Sciences, our students will develop the ability to question, think critically, solve problems, communicate effectively, make decisions and adapt to change. As part of the Humanities, Year 6 travelled to our Nation's Capital, Canberra, at the beginning of Term 3. This experience provided meaningful parliamentary perspectives at Parliament House, Old Parliament House and Government House, voting experiences at the Electoral Commission, an appreciation of our historical background at the Australian War Memorial and the Australian Museum, and deep engagement with scientific understandings at Questacon.

Other Excursions and Incursions conducted in 2016 supporting the Humanities included:

- Pre-Prep - 'Hello Africa' Show
- Year 3 - Ngutana-Lui Aboriginal & Torres Strait Islander Cultural Studies Centre, Newstead House
- Year 4 - Role-play: First Fleet
- Year 5 - Eureka Excursions – History

## **LEARNING ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT**

Students for whom English is not their first language are provided with specialist curriculum support with a specialist EALD teacher.

## **LEARNING ENRICHMENT**

Students who are identified through diagnostic testing, documentary evidence and/or a health professional's referral as having a learning difficulty or disability are supported in their learning through the provision of a Learning Enrichment program. Staff have been trained in *Cracking the ABC Code*, which is a systematic phonics program. This program supports those students with Dyslexia and other literacy learning difficulties. Other individualised learning support included Homework Boot Camp, Maths Olympics Club, Literacy Before School Club, Visualising Verbalising (a reading comprehension program).

## **LEARNING EXTENSION**

Clayfield College also provides opportunities for students to become involved in specific Gifted and Talented programs, as well as competitions, workshops, performance opportunities, tours and camps.



# Co-Curricular Activities

**Clayfield College offers a rich variety of co-curricular activities and experiences designed to promote physical and emotional health as well as intellectual challenge.**

The College's Music Program is extensive. The co-curricular program in 2016 offered six choirs and fourteen ensembles who performed at College 'Opus' concerts, competitions and a number of community events. Some of the community events included Anzac Day Services, performances at St Mark's and St Paul's church services, the College LUX art awards and an OAM luncheon. Three of our musicians extended their ensemble skills outside of the College performing with the Young Conservatorium Band. We had four students represent Clayfield at the State Honours ensemble in the September school holidays. Musicians also have the opportunity to enter competitions and, in 2016, a number of ensembles and choirs earned Gold and Silver awards in the Queensland Youth Music Awards and the Prestige Music Festival. Some of our chamber ensembles also earned second and third places in the Quota Beenleigh Eisteddfod. The composition competition was held in October with a large number of entries in both the primary and secondary sections. An overall winner was announced in both sections with a number of students also receiving highly commended certificates. Further, there were over 170 performances at the annual Music Fest and students received feedback from outside professional musicians and music teachers in each of the ten sections. With over 60 students receiving an adjudicator's award earlier in the week, the Grand Concert was split into a secondary and primary concert, which were run simultaneously. The guest artist also performed at both of these events. Finally, the second PMSA Choral Festival was held in June with guest conductor, Tim Sherlock. Students workshopped with Mr Sherlock on repertoire which included one of his compositions, and then performed at an evening concert hosted at BBC.

In 2016, the Debating Program provided greater opportunities for students to engage in public speaking, develop confidence and challenge themselves. Local primary schools were invited to attend workshops and partake in mock debates, which gave students a chance to make friends and learn from one another. The workshops were held to promote and facilitate discussion in a lively, interactive and creative way. Students came away feeling empowered, knowledgeable and ready for the next debate. During the season, there were a total of nine senior teams entered into the QDU competition, one team in the BGDA competition, and seven teams participated in the Primary and Junior Secondary QDU competition. In other cultural pursuits, Dance Company competed at the Gatton Eisteddfod, and Visual Art students were able to attend Write about Art, followed by Senior Art Studio on Thursday afternoons, as well as having the opportunity to participate, with some success, in the World of Wearable art competition, Generation Excellence exhibition, and the LUX exhibition.

Intellectual challenge is also provided in a range of local competitions and events. In the Secondary School, this includes ICAS English, Mathematics and Science competitions; ANCQ Chemistry Quiz; Mathematics Teams Challenge, Mathematics Trust Challenge and Enrichment Stage, and the Mathematics Olympiad; the RACI Titration Competition, Conoco-Phillips Science Experience, Rio Tinto Big Science, QUT Vice-Chancellor's STEM Camp and Young Researcher's Program, UQ Science Ambassador Program, Double Helix Science Club and Science Week Activities; Tech Girls are Superheroes (State winners), State RoboCup and Young ICT Explorers Challenge; the QUT Blue Shift Case Study in which our team made the finals; Readers Cup; the ANZAC Premier's Prize and several language competitions including Education Perfect Languages World Championships, Confucius Institute Chinese Competition, Chinese Bridge Competition, UQ Chinese Writing Competition and Sunshine Coast University Chinese Speaking Competition.

The College offers two opportunities for study overseas: Year 10 students can apply for an exchange to Trafalgar Castle School in Toronto, Canada, for a term, and Year 9 and 10 students can earn a place in the Cambridge Program at Cambridge University. In 2016, three students went to Canada, and seventeen students attended the annual Cambridge Program at Churchill College. Over the two weeks of the program, the girls took part in either an English Literature or a Science strand, both of which provided stimulating enrichment activities. As well as extending the students in their areas of interest, the program aimed to introduce the girls to the Oxbridge style of learning, which focuses on small group tutorials and working closely with an academic mentor. The program included a number of related excursions, including a visit to Oxford and a West End Theatre and, for the English students, visits to the Globe Theatre and the Houses of Parliament in London. Excursions for the Science students included visits to the Maritime Museum and Greenwich. Prior to the commencement of the program, the students undertook a four-day sightseeing tour of some of the significant highlights of England including London, Windsor Castle, Bath, Stonehenge, Stratford-Upon-Avon and Warwick Castle.

In Primary School, students have the opportunity to extend themselves in the Premier's Reading Challenge, Readers' Cup Challenge, Da Vinci Decathlon, ICT Extension Club, Public Speaking Competition, Debating, Brainways, Days of Excellence, Writing Workshops, Quest Competition, Innovators of the Future, STEM Horizons for High Achievers, as well as ICAS Mathematics and English competitions, and Australian Mathematics Competition. There are plenty of other activities on offer in the Primary School to suit all tastes and abilities including the environmentally-minded Green Team and EcoMarine Warriors, Art Box, Line Dancing, Piccolo Choir, Chess Club, Lego Club, Building Club, Brisbane Writers' Festival, Write4Fun Writing Competition, Netty Nippers and Hockey Hitters.

Sport continues to be the most popular co-curricular activity offered at Clayfield College. In Years 4-12, an average of 86% of students participated in at least one of the thirteen QGSSSA or ten Andrews Cup sports and scored twelve Premierships and two Percentage Cup wins.

The College also entered competitions such as Sacre Couer Tennis (A grade and overall first place), QLD Senior Schools Volleyball Cup (Bronze medallion), QLD Secondary Schools Tennis Tournament (second in region), and the QLD School Cup Hockey (third in the state). In Primary School, our boys and girls have access to sport

skills programs each term as well as after-school activities, and these are run in partnership with Brisbane Roar Soccer, AFL QLD, Shaw Park Tennis, Sandstorm Sport Volleyball, Clayfield Aquatics, Delta Gymnastics, Go Sports, Milo Cricket, Rookie to Reds Rugby, Brisbane Hockey Association and Brisbane Netball Association.



## Social Climate

Since wellbeing is intrinsic to learning, Clayfield College focuses on each child's social and emotional wellbeing as a key factor, arguably the most important factor, in their successful transition from child to adult. This transition is supported through the House system, Personal Development program, Outdoor Education Program and community service.

The **House system** is both the administrative and the support backbone of the College, especially in secondary school. Each student from Prep to Year 12 is allocated to one of six Houses: Ashburn, Campbell, Gibson, Henderson, Radcliffe or Youngman. Each House is a community within the larger College community, and the vertical structure provides a family-like mixture of ages, interests, responsibilities and opportunities. The system allows students and staff to develop relationships beyond the classroom and provides further opportunities for a student to develop a relationship with a 'charismatic other', the term used by psychologists to describe an adult outside the nuclear family who can provide inspiration and security.

In the Primary School, there are Interhouse competitions and interaction with Secondary School students from the same House, while in Years 7 to 12, activities span the spectrum of academic, sporting and cultural disciplines, as well as community service. Students entering Year 7 join Pastoral Care Groups within each House.

These multi-age groups have two or three students from each Year, and new students have a Year 11 'buddy' whose responsibility it is to ensure their smooth transition into the PC Group. Each Group is under the care of a PC teacher, and students remain in these groups until they leave the College.

Heads of House monitor the holistic development of each student from their time of entry into a Pastoral Care Group. Core and subject teachers have a significant role each year, but Heads of House are pivotal in all communication between home and College and monitor the co-curricular involvement and academic and social progress of each of their charges.

A formal program of regular lessons in **personal development** runs from Prep through to Year 12. The content and delivery of the program varies according to the needs, maturity and interests of students, but is always guided by the protective and risk factors for mental health and wellbeing.

The Personal Development Program draws on a number of approaches to building resilience. In Primary School, lessons and incidental learning from everyday situations play an important role in the social and emotional education of students. As a KidsMatter school, importance is placed on weekly Personal Development lessons. Teachers utilise a variety of resources which include the *You Can Do it* and *Bounce Back* programs, and address topics associated with an individual's development of self-awareness and self-respect, along with interpersonal relationship building. In the delivery of the program, emphasis is placed on preventative measures as well as on problem-solving strategies.

In Years 7–12, the program allows a strong focus on developmentally appropriate issues. Friendships, group work and relationship management are key areas for students in Years 7–9, along with cybersafety, body image and self-esteem. In Year 10, the focus switches to the demands of senior schooling and the importance of learning styles, thinking strategies and academic reflection along with the development of House citizenship. Students are also prepared for their role as mentors for new students in each Pastoral Care Group. In Year 11, leadership is the focus and students develop skills in teamwork, team building and team leadership. Year 12 students are encouraged through the Personal Development Program to consider issues of importance beyond schooling. Some of the most immediate issues are safe driving, legal responsibilities, financial literacy and ways to celebrate safely. Students attended presentations by RACQ, Red Frogs, and Batyr (mental health educators), as well as by self defence, cybersafety and legal experts. 2016 saw a focus on safe online activity for all students, with extended workshops on securing social media sites.

Importantly, pastoral care at Clayfield College is enriched by our **Christian environment** and the Chaplain is a key member of the Pastoral Care Team. The Chaplain and the Dean of Pastoral Care work together to support the holistic growth of each child. Christian Education and Personal Development lessons are often planned so that issues such as identity development and sexuality are examined from different perspectives at the same time. In our Christian learning community, Christian values underpin all that we do, and students attend regular Chapel as well as being involved in weekly Christian Education classes. Nevertheless, Clayfield College welcomes students from a range of Christian denominations and other faith traditions and celebrates the richness of our community's diversity. Psychologists agree that finding a purpose beyond the self, in whatever form that takes, is vital to good mental health. Once again, Chapel Captains worked with the Chaplain to hold the College's Faith Week. Guest speakers and musicians visited the College and students formed a human cross on the College oval.

**Opportunities for leadership** form an important part of preparation for life beyond schooling. In Primary School, students can work as Library Monitors, Music Group Leaders, Chapel Assistants and Class Leaders. Year 6 students can also be House Leaders and assume responsibility for House events, Interhouse carnivals and Assembly presentations. There are also captains of each Andrews Cup sport, and interested students undertake a formal application process. Year 6 students participate in the Grip Student Leadership Program. From Year 7, there are House Leaders who assist with House projects and events. Students in Year 10 begin a formal program which prepares them for House and College leadership. In the latter half of Year 11, students can choose to apply formally for significant leadership positions. Sporting, cultural and service activities all have student leaders. There are captains in each QGSSSA sport, and leaders for every music ensemble, as well as for debating, dance, drama, ISCF and multimedia. By the time students are in Year 12, they are ready to assume responsibility jointly as leaders of the College.

In 2016, Year 12 student leaders chose 'purpose' as their focus and developed the slogan 'I am, I can, I will', building on the previous year's exploration of the authentic self. They initiated the 'week of greets' and 'lunch with the littlies', and created a Purpose Board of personal goal statements from students from Prep to Year 12. Most impressively, they planned and organised *Claycella*, a celebration of the talent at the school which took the form of a twilight concert of bands, singers and dancers, all current or past students. Proceeds were donated to charity.

**The Outdoor Education Program** aims to challenge students physically, emotionally and psychologically to expand the range of situations in which they can feel secure. All programs are based on the 'challenge by choice' philosophy which allows all participants to do intelligent risk-taking and choose the level of physical or emotional difficulty that best suits their needs. The program is designed so that there is a gradually increasing level of challenge available from Year 4 through to Year 10. The experiences are varied, but all provide opportunities to appreciate the natural environment. The program in Year 11 is focussed on character and leadership development, but still uses the principle of controlled risk-taking for personal growth.

Giving back in the form of **community service** has a powerful effect on social and emotional wellbeing and Jesus himself said, 'it is more blessed to give than to receive'. Clayfield College's Community Service Captains, with the support of the Community Service executive, run annual P–12 drives such as Jeans for Genes Day, Pink Accessories Day and Pyjama Day. They also maintain links with several interest groups including Amnesty International, Red Cross (organising a blood donation roster), Unicef and UN Women (holding our own International Women's Day Breakfast). The Primary School and their families also assisted Mater Little Miracles, RSPCA, and the Epilepsy Foundation. The Community Service executive helps coordinate charity work done by each House, by some Year levels, and by students engaging in enrichment learning programs focussed on helping others. Five students were part of the USQ Change Makers program in 2016 and were successful in attracting funding for resources for an Anglicare women's shelter. Finally, students are always quick to mount campaigns in support of those affected by natural disasters and Houses combined to raise funds for the people of Fiji affected by cyclone damage.

Another aspect of community service is the College's Peer Mentoring program. Students nominate either to give or receive assistance in one or more subject area and are paired across Year levels, often with students within the same House. Students then arrange mutually convenient times to meet.

### **TRIPLE P PARENTING PROGRAM**

Our parents are offered the Triple P Parenting Program here at Clayfield College. This program is an internationally-acclaimed parenting program which is offered free to all Queensland parents and carers of children up to 16 years of age. Triple P is considered one of the world's best because it has been scientifically shown to work and because it has already helped more than four million children and their families in 25 countries.

# Parent, Teacher and Student Satisfaction with the School

## Parent, Teacher and Student Satisfaction

Clayfield College is very proud of the strong school-parent partnerships that we have developed through the excellent support work of our P&F Association and our various Support Groups. Clayfield has an excellent reputation where parents are warmly received for their volunteer work within the school.

Clayfield is a very friendly and safe school environment where parents have consistently and succinctly described Clayfield College as:

- a place of care and nurture, where we encourage each student to reach for her/his best
- a family-like community
- a proud Christian community, where we know each other and we care about each other.

Parents are welcome to discuss concerns with relevant staff, and they appreciate the prompt and proactive follow-up provided by staff. During interview, through student surveys, and in general conversations, students comment on the care and pastoral support they feel is extended to them by other students and staff. Our students develop a resilience and confidence that encourages them to be affirmative and at the same time, courteous, well-mannered and thoughtful of the needs of others.

Staff demonstrate a happy and collegial approach in their work and share openly in their care and support for each other. Our extremely high retention rate of staff is a distinctive measure of staff satisfaction at Clayfield College. In our annual Equal Employment Opportunity in the Workplace surveys, our staff have consistently

highlighted our affirmative practices. The College has implemented a number of 'family friendly' employment practices that encourage, welcome and celebrate women as mothers, in our workforce. This includes part-time employment for teaching and non-teaching roles and increased leadership opportunities for women.

Our staff are extremely committed in their service to the students and parent community, while also trying to maintain their own personal career-family balance. The staff at Clayfield College view their work at this school as a genuine vocation in serving others and all are encouraged to make meaningful input to our strategic planning.

### CONTACT PERSON FOR FURTHER INFORMATION

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# Key Staff Outcomes

## Staff composition

|             | Full time | Part time | Total |
|-------------|-----------|-----------|-------|
| Teacher     | 62        | 17        | 79    |
| Non Teacher | 30        | 24        | 54    |
| TOTAL       | 92        | 41        | 133   |

One member of staff was identified as Indigenous in 2016.

## Qualifications of all teachers

| Qualification       | Percentage of classroom teachers and school leaders at the school who hold this qualification |
|---------------------|---|
| Doctorate or higher | 0%  |
| Masters             | 17.7%   |
| Bachelor Degree     | 93.7%   |
| Diploma             | 54.4%   |
| Certificate         | 3.8%  |

## Expenditure on and teacher participation in professional development

| Description of PD Activity      | Number of teachers participating in activity |
|---------------------------------|--|
| Curriculum Seminars             | 37   |
| ICT                             | 78   |
| QCAA                            | 15   |
| ISQ                             | 11   |
| Leadership                      | 10   |
| Pastoral                        | 11   |
| First Aid                       | 1  |
| Vocational Education & Training | 1  |
| Special Needs                   | 5  |
| Fire Safety Training            | 164 includes non-teachers                    |
| Workplace Induction Training    | 164 includes non-teachers                    |
| Child Protection Training       | 164 includes non-teachers                    |

## Expenditure on professional development

| Total number of teachers | Total expenditure of teacher PD | Average expenditure on PD per teacher |
|--------------------------|---------------------------------|---------------------------------------|
| 79                       | \$44,292.79                     | \$561                                 |

The total funds expended on teacher Professional Development in 2016 were \$44,292.79.

The proportion of the teaching staff involved in Professional Development activities during 2016 were 100%.

The major professional development initiatives were: ICT, Australian Curriculum, Growth Mindset, School Improvement Plan, and Peer Mentoring and Feedback within the Professional Partnership Program. The College also ran in-house professional development activities.

## Average staff attendance for the school, based on unplanned absences of sick and emergency leave periods of up to 5 days

| Number of staff | Number of school days | Total days staff absences | Average staff attendance rate |
|-----------------|-----------------------|---------------------------|-------------------------------|
| 133             | 185                   | 928                       | 96.23%                        |

For permanent and temporary classroom teachers and school leaders, the average staff attendance rate was 94.34% in 2016.

## Proportion of teaching staff retained from the previous year

| Number of permanent teaching staff at end of previous year | Number of these staff retained in the following year (the program year) | Retention rate |
|--|---|----------------|
| 77   | 76  | 100%           |

From the end of 2015, 98.70% of staff were retained for the entire 2016 school year.

# Key Student Outcomes

## Average student attendance rate

| Number of school days in program year | Total number of all students | Total number of all student absences | Average attendance |
|---------------------------------------|------------------------------|--------------------------------------|--------------------|
| 185                                   | 674                          | 6,216                                | 94.98%             |

The average attendance rate for the whole school as a percentage in 2016 was 94.82%.

## Average student attendance rate for each Year level

| Number of school days in program year | Total number of students in each year level | Total number of all student absences in each year level | Number of possible attendance days for each year level | Total attendance | Average attendance rate for each year level as a percentage |
|---------------------------------------|---|---|--|------------------|---|
| Pre-Prep                              | 14  | 141   | 2,432  | 2,291            | 94.19%  |
| Prep                                  | 27  | 186   | 4,765  | 4,579            | 96.09%  |
| Year 1                                | 26  | 262   | 4,862  | 4,600            | 94.62%  |
| Year 2                                | 40  | 310   | 6,494  | 6,185            | 95.23%  |
| Year 3                                | 33  | 321   | 6,414  | 6,093            | 95.00%  |
| Year 4                                | 37  | 275   | 6,828  | 6,553            | 95.97%  |
| Year 5                                | 35  | 310   | 6,407  | 6,097            | 95.17%  |
| Year 6                                | 42  | 354   | 8,554  | 8,200            | 95.86%  |
| Year 7                                | 60  | 316   | 9,630  | 9,314            | 96.72%  |
| Year 8                                | 51  | 438   | 9,969  | 9,531            | 95.61%  |
| Year 9                                | 57  | 576   | 10,445   | 9,870            | 94.49%  |
| Year 10                               | 86  | 1,050   | 15,235   | 14,186           | 93.11%  |
| Year 11                               | 82  | 878   | 15,942   | 15,064           | 94.49%  |
| Year 12                               | 85  | 800   | 15,768   | 14,968           | 94.92%  |
|                                       | <b>674</b>                                  | <b>6,216</b>  | <b>123,745</b>   | <b>117,530</b>   | <b>94.98%</b>   |

## Non-attendance

Parents/Caregivers are asked to phone the College by 8:30am if their son or daughter will be absent for that day. If a student is absent from class and the College has not been notified, an SMS is sent to the parent/caregiver. If a student leaves the grounds during the day without permission, the parent/caregiver is immediately

contacted. Should a student be absent for a length of time due to illness, regular contact is made by the relevant Head of House (7-12) or Class Teacher (P-6) to provide support where it is needed. Parents must also apply to the Dean of Pastoral Care or Head of Pastoral Care – Primary for any extended leave of absence.

## 2016 National Assessment Program for Literacy and Numeracy (NAPLAN)

### Reading

| Year (2016) | Average Score (School) | Average Score (State) | Average Score (National) | % at or above National minimum standard |
|-------------|------------------------|-----------------------|--------------------------|---|
| Year 3      | 497                    | 420                   | 426                      | 100%                                    |
| Year 5      | 534                    | 500                   | 502                      | 100%                                    |
| Year 7      | 577                    | 539                   | 541                      | 98%                                     |
| Year 9      | 621                    | 576                   | 581                      | 96%                                     |

### Writing

| Year (2016) | Average Score (School) | Average Score (State) | Average Score (National) | % at or above National minimum standard |
|-------------|------------------------|-----------------------|--------------------------|---|
| Year 3      | 458                    | 409                   | 421                      | 100%                                    |
| Year 5      | 512                    | 466                   | 476                      | 100%                                    |
| Year 7      | 561                    | 502                   | 515                      | 98%                                     |
| Year 9      | 581                    | 534                   | 549                      | 93%                                     |

### Spelling

| Year (2016) | Average Score (School) | Average Score (State) | Average Score (National) | % at or above National minimum standard |
|-------------|------------------------|-----------------------|--------------------------|---|
| Year 3      | 481                    | 411                   | 420                      | 100%                                    |
| Year 5      | 518                    | 486                   | 493                      | 100%                                    |
| Year 7      | 566                    | 540                   | 543                      | 98%                                     |
| Year 9      | 608                    | 574                   | 580                      | 98%                                     |

### Grammar and Punctuation

| Year (2016) | Average Score (School) | Average Score (State) | Average Score (National) | % at or above National minimum standard |
|-------------|------------------------|-----------------------|--------------------------|---|
| Year 3      | 500                    | 433                   | 436                      | 100%                                    |
| Year 5      | 566                    | 506                   | 505                      | 100%                                    |
| Year 7      | 592                    | 538                   | 540                      | 100%                                    |
| Year 9      | 604                    | 569                   | 569                      | 95%                                     |

### Numeracy

| Year (2016) | Average Score (School) | Average Score (State) | Average Score (National) | % at or above National minimum standard |
|-------------|------------------------|-----------------------|--------------------------|---|
| Year 3      | 461                    | 397                   | 402                      | 100%                                    |
| Year 5      | 528                    | 488                   | 493                      | 100%                                    |
| Year 7      | 583                    | 546                   | 550                      | 100%                                    |
| Year 9      | 616                    | 582                   | 589                      | 98%                                     |

|               | 2008                    | 2009       | 2010                    | 2011       | 2012                    | 2013       | 2014                           | 2015       | 2016  |
|---------------|-------------------------|------------|-------------------------|------------|-------------------------|------------|--------------------------------|------------|---|
| Colour Scheme | Red & Green             |            | Submit                  |            |                         |            |                                |            |   |
|               |                         |            |                         |            |                         |            |                                |            | Alternate view: <a href="#">Results in graphs</a> |
|               | <b>Reading</b>          |            | <b>Writing</b>          |            | <b>Spelling</b>         |            | <b>Grammar and Punctuation</b> |            | <b>Numeracy</b>                                   |
| <b>Year 3</b> | <b>497</b><br>472 - 523 |            | <b>458</b><br>437 - 479 |            | <b>481</b><br>458 - 505 |            | <b>500</b><br>473 - 527        |            | <b>461</b><br>440 - 482                           |
|               | SIM<br>476<br>467 - 485 | ALL<br>426 | SIM<br>449<br>441 - 457 | ALL<br>421 | SIM<br>466<br>457 - 474 | ALL<br>420 | SIM<br>489<br>480 - 499        | ALL<br>436 | SIM<br>452<br>444 - 460                           |
| <b>Year 5</b> | <b>534</b><br>513 - 556 |            | <b>512</b><br>492 - 533 |            | <b>518</b><br>498 - 538 |            | <b>566</b><br>542 - 589        |            | <b>528</b><br>510 - 547                           |
|               | SIM<br>546<br>537 - 554 | ALL<br>502 | SIM<br>505<br>497 - 513 | ALL<br>476 | SIM<br>529<br>521 - 536 | ALL<br>493 | SIM<br>554<br>544 - 563        | ALL<br>505 | SIM<br>540<br>532 - 548                           |
| <b>Year 7</b> | <b>577</b><br>563 - 592 |            | <b>561</b><br>544 - 577 |            | <b>566</b><br>551 - 580 |            | <b>592</b><br>575 - 608        |            | <b>583</b><br>569 - 597                           |
|               | SIM<br>588<br>581 - 595 | ALL<br>541 | SIM<br>553<br>545 - 562 | ALL<br>515 | SIM<br>573<br>566 - 581 | ALL<br>543 | SIM<br>590<br>581 - 598        | ALL<br>540 | SIM<br>597<br>589 - 605                           |
| <b>Year 9</b> | <b>621</b><br>607 - 635 |            | <b>581</b><br>563 - 600 |            | <b>608</b><br>593 - 624 |            | <b>604</b><br>588 - 620        |            | <b>616</b><br>603 - 629                           |
|               | SIM<br>628<br>620 - 635 | ALL<br>581 | SIM<br>589<br>580 - 599 | ALL<br>549 | SIM<br>616<br>608 - 624 | ALL<br>580 | SIM<br>618<br>610 - 627        | ALL<br>569 | SIM<br>634<br>627 - 641                           |

Further Analysis of Clayfield College's results for 2016 NAPLAN testing can be found on the [My School Website](#).

## Apparent retention rate Year 10 to 12

|                    | Year 10 base | Year 12 | Retention rate % |
|--------------------|--------------|---------|------------------|
| Number of students | 87           | 84      | 96.5%            |

Year 12 student enrolment as a percentage of the Year 10 cohort is 97%.

## Year 12 outcomes for 2016

|  |      |
|--|------|
| Number of students awarded a Senior Education Profile  | 84   |
| Number of students awarded a Queensland Certificate of Individual Achievement  | -    |
| Number of students who received an Overall Position (OP)   | 61   |
| Number of students or are completing or completed a School-based Apprenticeship or Traineeship (SAT)   | 1    |
| Number of students awarded one or more Vocational Education and Training (VET) qualifications  | 29   |
| Number of students awarded a Queensland Certificate of Education at the end of Year 12   | 84   |
| Number of students awarded an International Baccalaureate Diploma (IBD)  | -    |
| Percentage of Year 12 students who received an OP 1-15 or an IBD   | 96%  |
| Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification | 100% |
| Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer   | 100% |

The 2016 Clayfield graduates performed significantly above the State with all girls achieving between an OP 1-16.

| OP Range                       | OP 1 - 2 | OP 1 - 5 | OP 1 - 7 | OP 1 - 10 | OP 1 - 15 |
|--------------------------------|----------|----------|----------|-----------|-----------|
| Clayfield College Cumulative % | 23.10%   | 42.30%   | 53.80%   | 76.90%    | 96.20%    |
| State Cumulative %             | 6.83%    | 21.06%   | 32.57%   | 51.93%    | 81.35%    |

Clayfield 2016 graduates excelled in the Queensland Core Skills (QCS) Test with 72% achieving an A or B on the test. This is a fine testament to their hard work and dedication.

| Year | A   | B   | C   | D  | E  |
|------|-----|-----|-----|----|----|
| 2016 | 44% | 28% | 22% | 6% | 0% |





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