

2017 Clayfield College Annual Report





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Introduction

Clayfield College is a leading independent girls' school in Australia, 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. It is co-educational from Pre-Prep to Year 6 and girls only from Year 7 to Year 12. The College is also a Boarding School for girls, caring for students from Years 5 to 12, on a daily, casual, weekly or term basis.

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

SCHOOL ADDRESS

23 Gregory Street, Clayfield QLD 4011

TOTAL ENROLMENTS (AS AT NOVEMBER 2017)

Students	615
Girls	552
Boys	63
Indigenous girls	21
Indigenous boys	0

YEAR LEVELS OFFERED

Pre-Prep – Year 12

CO-EDUCATIONAL OR SINGLE SEX

Co-educational	Pre-Prep – Year 6
Girls only	Year 7 – Year 12



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 2017 was a very busy and successful year for Clayfield College, with our staff, students and school community working together and achieving success in numerous and varied areas of endeavour.

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 ten times a year to carry out its role. This year, there has been board renewal with Mrs Robyn Kronenberg, Ms Sandra McCullough and Mr Michael Ryall bringing their skills and expertise in education, governance, business and finance, and development to the Council. Throughout 2017, the Councillors have had the privilege of attending a number of school events which showcased the amazing talent, depth and diversity of our school.

School Leadership

Our School Principal, Mrs Kathy Bishop, released the College's new Strategic Plan, *The Clayfield Way*, in 2017. It has been developed

with wide stakeholder involvement and is an inspiring document that sets out the College's direction and goals over the next five years.

The four key strategic intents are:

- **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:** Supporting sound governance, management and resourcing

Under the leadership of Mrs Bishop and with the support of her Executive, the plan is being implemented, with the school focused on achieving the best outcomes for our students and supporting our staff to excel.

Staff

The staff at Clayfield College is 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 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 excellent dedicated classroom teachers to remain in the classroom and still have career advancement.

An initiative, arising out of the Strategic Plan, is the Clayfield College Leadership Development Program, which offers support and leadership training for staff. Accredited by universities, the program can count towards a Master's degree. Twenty-six staff members at Clayfield College have participated and are improving their leadership capacity, with further interest generated for next year.

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 an extensive array of academic opportunities that question, challenge and develop our students, making them eager and confident learners.

NAPLAN results for 2017, showed all years achieving significantly above the state and national averages.

In 2017, the graduating class of Year 12 students, achieved excellent outcomes with 41.5% of the cohort achieving an OP of 1 to 7 and 100% receiving an offer of a place at a tertiary institution.

Co-Curricular

Clayfield College offers a wide variety of co-curricular activities and students are encouraged to participate in areas in which they are interested. The relatively small 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 well-being.

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.

This year, the Clayfield College Opportunity of Excellence Program has provided opportunities of excellence in Visual Art. Under the direction of artist Wendy Winsley, the students have developed an installation titled, Growing Wings - The Butterfly Project. The art piece will be installed along one of the main thoroughfares within the school, leading up to the Nancy Ashburn Learning Resource Centre. It challenges us to have courage, take flight and go forth and let our light shine in the world.

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, Reverend Paul Yarrow, with the help of students, leads a number of Chapel services, for College Houses, year groups and boarders. Faith Week focuses the whole college community on our Christian beliefs as we celebrate our Christian heritage.

An extension of our Christian faith is service to others. Giving of oneself and empathy for others plays an important part in our Clayfield College culture and is fostered at all levels in our community. A number of community projects have been supported during the year by different student and staff groups, culminating in a World Challenge trip to Cambodia by senior students.

Facilities

The school campus has a number of excellent educational spaces and facilities, including the recently completed Nancy Ashburn Learning Resource Centre, Primary School and the refurbished Middle Years Precinct. To fully understand our current needs and requirements into the future and how to plan for the built spaces, the school has started the process of developing a Master Plan. To undertake this important and exciting project, we will appoint an architectural firm that is innovative in design and with specific education expertise. The Master Planning process will assess us now and look into the future to see what we need to do to develop and maintain first-class, safe, professional work and learning environments.

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 *let 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

The school year's highlights recorded in this Annual Report reflect the growth and achievements of the students, the staff and the wider Clayfield College Community. 2017 has been another busy and exciting year for all at Clayfield, where we have continued to go from strength to strength, with a strong Christian focus, an outstanding academic tradition and a true global focus. 2017 also represented our initial year focussing on the well-researched and considered strategic plans outlined in *The Clayfield Way*, based on the three pillars of Minds, Hearts and Souls and supported by a base of Sustainability. Our responsibility as educators is to prepare our young people for their lives as adults in a world that is changing at an unprecedented rate. With globalisation, as well as continued technological advancement, their social and professional futures will be more mobile and globally connected than ever before. At Clayfield, we continue to embrace these challenges through our focus on our pedagogical framework, our teaching and learning, our attention to staff development and our emphasis on the continued review and further enhancement of our learning environments.

Clayfield College is justifiably proud of its academic record and achievements and consistently attains admirable NAPLAN and OP outcomes, and with an excellent team of academic and corporate staff, provides the very best educational experience for our students. With 100% of Queensland Tertiary Admissions Centre

(QTAC) applicants receiving a tertiary offer of their choice, the breadth, strength, balance and quality of our education is further highlighted by multiple scholarship recipients at seven Australian and overseas universities. The College is recognised within the Australian and international community as a school that inspires students to strive for academic success, and with the vibrant and dynamic teaching and learning community, the College is committed to continuous improvement.

The Clayfield community is proud of the impressive achievements of our students and some are listed within this report. Being a non-selective school makes these achievements more impressive as Clayfield College caters for the full range of abilities and talents, and the wide-ranging achievements of all our girls and young boys are evident in all that they do as they are given every opportunity and encouragement to grow and develop academically, personally, socially, creatively, physically and spiritually. Participation and success in an extensive list of state and national competitions across the full range of academic disciplines, Queensland Girls' Secondary School Sport Association (QGSSSA) and Andrews Cup sports, debating and public speaking, music bands, choirs and ensembles, visual art and drama activities, robotics, environmental groups, Interschool Christian Fellowship, Outdoor Education camps and programs, Leadership courses, global programs, and community and charitable service is always very high.

The Clayfield Way will guide the strategic direction of the College over the next three years. In 2017, we refined our preparation for ATAR and the changes to grading and assessment for students; increased the use of student data to inform teaching interventions in the classroom; reviewed the well-being and pastoral care program, launching a personalised education framework where, in one-to-one interviews, staff work directly with students in establishing and meeting their learning goals. Our focus on STEAM (Science, Technology, Engineering, the Arts and Mathematics) permeated classroom and co-curricular opportunities.

Curriculum review also investigated a focus on the skills identified by the OECD as necessary for the future of employment: creativity and innovation; confidence, resilience, agency; critical-thinking and problem-solving; financial and digital literacy; project management, collaboration and communication, global citizenship; and enthusiasm for ongoing learning. This is critical, and we deliberately created curricula to encourage these skills.

Service Learning commenced implementation across the College with the intention of involving all students from Years 3 to 12 in service to their wider community. Students were involved in a broad range of service activities though House projects, Year Level groups, Tutor groups and as individuals. Several students worked as part of our broader national and international service and worked in Cambodia. We celebrated the wonderful cultural diversity of our community and empowering the girls and young boys to have an informed world-view, to see themselves as global citizens and to be equipped to take their place on the global stage. Our students benefited from academic, cultural, language and service programs to America, Cambodia, Canada, China, Japan, and at Cambridge University and NASA Space School, Houston, Texas. The College has developed a program of service, cultural and curriculum excursions for 2017 to 2020.

Thank you to the College Council, staff, students, Old Collegians, and Parents and Friends of Clayfield for a positive, rewarding and successful 2017.

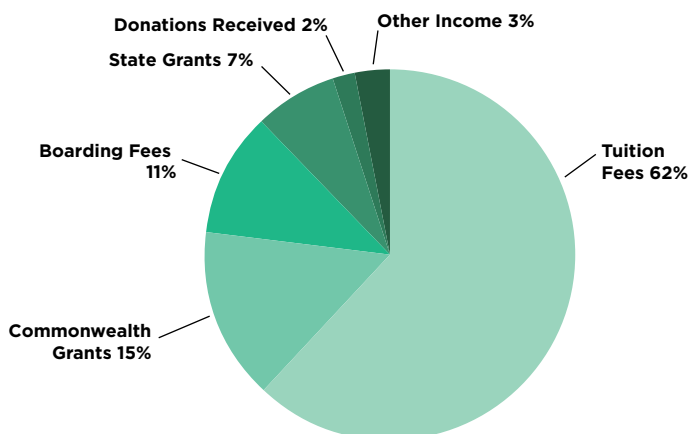


From the Business Manager

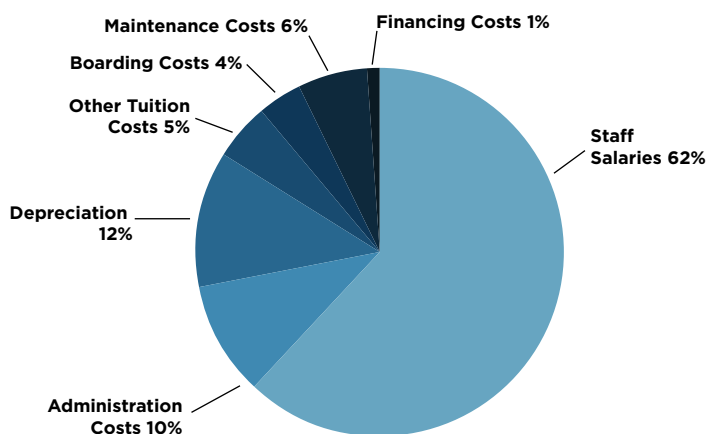
Budget Control

The College is committed to minimising operating expenditure and seeking savings and efficiencies through strong resource stewardship. Fee increases for 2017 were 4% and discounts for paying fees annually in advance were 4%. Sources of income and areas of expenditure are shown in the graphs below.

OPERATIONAL INCOME 2017



OPERATIONAL EXPENDITURE 2017



Curriculum Offerings

Clayfield College is committed to excellence and to the premise that every student will learn and achieve positive outcomes. The College provides a personalised approach to learning with a range of curriculum offerings available to meet the full spectrum of student interests and needs throughout their formal schooling.

Our Primary School is a warm, nurturing and inviting co-educational environment where the staff are purposeful in their provision of targeted learning experiences, which are age and stage appropriate. The integration of technology and inquiry learning form an important part of the program. In the Secondary School, the principles of highly effective learning inform pedagogical practice throughout the all-girls environment.

Working with the Early Years Learning Framework and the Queensland Kindergarten Learning Guidelines in Pre-Prep, the 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 dynamic process which builds from Pre-Prep to Year 12. All students study the core areas of English, Mathematics, Science, Humanities, The Arts, Languages and Health and Physical

Education to Year 9. In Year 10, they complete a bridging course in preparation for greater specialisation in Years 11 and 12. The range of elective subjects offered is broad and encompasses The Arts, Science, Mathematics, Languages, Business and Health.

The school motto, *Let your Light Shine* reflects our commitment to providing the context for each student to discover their passions and talents. Through our differentiated approach, every girl and young boy is challenged in a way that allows her or him to flourish in our Christian environment. Specific details of the Clayfield College curriculum in 2017 are outlined below.

Learning in Pre-Prep

In Pre-Prep, the students' learning program was developed around the Working with the Early Years Learning Framework and The Queensland Kindergarten Learning Guidelines. These documents formed the foundation of pedagogy and informed teaching decisions. To assist children with their development of identity, all students wore a uniform to ensure they felt a part of the College. Children were able to make choices and decisions about their

learning and their involvement and participation in the program. Constructivist theory and the Reggio Emilio approach shaped the program, with a teacher and teacher-aide supporting the children.

Learning from Prep to Year 12

THE ARTS

Clayfield College offers a dynamic program in The Arts from Prep to Year 12.

DRAMA

Students began studying Drama as part of the academic curriculum in Year 6. Taught by skilled specialist teachers, the classes aimed to advance students' skills in the performing arts. Additional to classroom activities, students had real-life experience of the theatre through visits to professional performances and opportunities to work with professional actors to enhance understanding of different styles of acting. From Years 9 to 12, classes presented a performance project to the College Community. A highlight in the performance program was the Year 12 Artist in Residence Production performed in a professional theatre off campus. For this production, the students worked with Brisbane artists, Michael Futchter and Helen Howard of Matrix Theatre, to develop the show, gaining valuable experience working in a professional theatre environment.

MUSIC

The Kodály methodology is the basis of the Music Program at Clayfield College, which aims to synthesise numerous skills in different areas of music, creating the 'whole' musician. Highly-trained and experienced Kodály music educators teach using this aural-based, sequential, developmental approach. In 2017, from Pre-Prep to Year 8, students engaged in regular music lessons (daily in Pre-Prep and Prep).

Year 3 students participated in an enrichment strings program where every child learned an orchestral string instrument for the year: double bass, violin, viola or cello. Students participated in weekly classes with the option of an extension strings club one lunch hour a week. Throughout the year, students developed their musical facilities on their string instruments, focusing on aural skills, fine motor development and ensemble skills. This program linked to the classroom Music Program and options for extension included individual tuition and performing in a College ensemble.

In Years 5 and 6, students had the opportunity to participate in the Beginner Band Program. This year-long program, gave students the opportunity to learn a woodwind, brass or percussion instrument. Students who participated attended a weekly lesson in a small group, a full band rehearsal before school as well as two or more performances during the year. The program allowed students to use skills from the classroom Music Program and apply them to their chosen instrument. Students also had the opportunity to learn more advanced music skills and then apply these skills in the classroom setting.

Year 7, as a foundation year, allowed the girls to apply their growing musical literacy skills to both the recorder and keyboard. In Year 8, the foundational skills established in Year 7 were extended with independent work in reading, writing and performing music. Those students who chose to continue Music as an elective subject from Years 9 to 12 developed skills in Composition, Musicology and Performance. The Year 12 Music Extension students demonstrated an outstanding ability in their dimension of choice.

VISUAL ART

The focus of the Visual Art program is contemporary and conceptual, encouraging students to engage with the world through critical and creative thinking. Students engage with local artists through the artist mentor program and a range of workshops where well-known artists work alongside students, sharing their skills and ideas.

In 2017, students moved from teacher directed technical diversification in the Primary and Lower Secondary years to independently motivated specialisation across their senior years. They experienced units that introduced them to the creative practices of design, photography, costuming, digital imaging, painting and sculpture. The Year 11 girls attended a two-day art retreat at Maleny where they experienced highly-structured, artist-run workshops that prepared them for their senior Visual Art units.

The annual Lux Awards recognised Primary and Secondary Visual Art students who achieved excellence and celebrated the creative achievements of graduate students.

ENGLISH

Literacy is the basis of learning in English at Clayfield College. Throughout the Primary School, a range of tools was used to develop reading skills. *Accelerated Reader* continued to drive the practice component of our comprehensive reading program from Years 3 to 6. It promoted personalised practice whilst providing teachers with the data they needed to move individual students toward reading success. Students read a book, completed a quiz, and received immediate feedback, which allowed their progress to be tracked. Once again, Primary students from Pre-Prep to Year 6 participated in the Premier's Reading Challenge, an annual state-wide initiative, which aims to improve literacy and encourage reading for pleasure as well as learning. Students in Years 4, 5 and 6 engaged in Public Speaking programs and competed in the Years 4, 5 and 6 internal and inter-school Public Speaking competitions.

The 6+1 Writing Traits approach to writing across the Primary School provided the teachers and students with a common language when approaching the development of writing (see diagram on the next page). Used in conjunction with *Words Their Way*, this facilitated purposeful differentiation.



In the Secondary School, the English Department aims to ensure that students are consistently engaged in learning new ways of using language. Students participate actively in their own learning, engaging in ongoing dialogue with teachers and peers to enhance their literacy development. They interacted with texts and experiences that enabled them to participate as active citizens. Social awareness was facilitated through the inclusion of texts representing a variety of cultural perspectives, including those of particular relevance to Australia, such as Asian, Aboriginal and Torres Strait Islander groups. Year 8 students explored biographical narratives about Aboriginal peoples and examined the role of culture in shaping a sense of identity, while Year 11 students evaluated the importance of cultural literacy through exploring different ideologies embedded in texts that represent Asia-Pacific cultures. Students studied Shakespearean works in Years 8, 9, 10 and 12. They enjoyed the opportunity to engage with these texts in live formats through the energetic Shake and Stir Shakespearean productions.

HEALTH AND PHYSICAL EDUCATION

The College recognises the importance of physical, mental, emotional and spiritual health in the overall development of each student. In 2017, a Health program, which covered a diverse range of health related issues from a personal health perspective to a community one, augmented the Physical Education program, which emphasised the gradual development of physical skills and the importance of life long movement. Students in Year 10 and those studying senior Health put their learning into practice by devising and mounting school-wide initiatives. These have included a Health Expo, peer-led nutrition workshops, healthy food stalls and sun safe initiatives. In 2017, a Health Ambassador committee focused on improving the health and well-being of all in the Clayfield community. Through its operations, this committee embedded its place within the College, and so will continue over the coming years.

HUMANITIES

Humanities at Clayfield College enriches a student's understanding of the world, including his/her place within it and the responsibilities this entails. It is the study of human behaviour and interaction, in social, cultural, environmental, economic and political contexts and includes a range of subject disciplines, such as History, Geography, Business and Legal Studies. Humanities subjects assist students to develop twenty-first century skills such as, the ability to question, think critically, solve problems, communicate effectively, make decisions and adapt to change.

In the early years, as mandated in the Australian Curriculum, students studied their roles within their families, their communities and the wider world. As they progressed, they gained a broader understanding of the world, and their place in it as active and informed citizens. Humanities units formed part of the core curriculum from Prep to Year 10. In 2017, there was an opportunity for students to augment their core Humanities subjects in Years 9 and 10 with elective subjects including Contemporary Business, Launch into Business and Launch into Law.

One of the highlights for our Year 6 students was their trip to Canberra, the Nation's Capital, at the beginning of Term 3. While there, they had a range of interesting experiences with political, historical and cultural relevance. They visited Parliament House, Old Parliament House, Government House and the Electoral Commission. Through their exploration of the Australian War Memorial and the Australian Museum, students gained a historical and cultural appreciation of our country. Another highlight of the trip was the visit to Questacon, the National Science and Technology Centre.

Last year, students extended their classroom based learning, through a suite of other activities, including guest speakers, excursions and interactive activities. Examples of these are given below.

- Ngutana-Lui Aboriginal & Torres Strait Islander Cultural Studies Centre, Newstead House
- Eureka Excursions
- Role-play: First Fleet
- 'Hello Africa' Show
- An archaeological dig
- Operating a small business venture
- Visiting large corporations such as the ABC
- Participating in a Medieval Fayre
- Experiencing the legal system through a visit to a court
- Witnessing the impacts of Fast Fashion at landfill and charity sorting facilities.

Students were also offered the opportunity to extend their learning and understanding in 2017 through participation in National and State competitions, some of which were the Premier's ANZAC Prize, the Simpson's Prize, the Buy Smart Competition and the QUT BlueShift Competition.

LANGUAGES

In 2017, the learning of a language other than English was compulsory for all students from Prep to Year 9. Prep, Year 2 and Year 4 students began their study of Chinese and Year 1 and Year 3 students began their study of Spanish. Year 5s continued their study of Japanese. Committing cohorts of students to particular languages between Prep and Year 5 enables the objectives of the Australian Curriculum (Languages) to be covered, and also contributes to the students' sense of confidence and achievement as their linguistic proficiency and cultural understanding is developed.

Students from Years 6 to 9 studied a language of their choice – Japanese, Spanish or Chinese. After Year 9, language study was elective. Spanish continued to be a popular choice for students, particularly in the lower secondary part of the College. In 2017, 64% of Year 6, 48% of Year 7 and 53% of Year 8 students elected to study Spanish. The College employed a second Spanish teacher for 2018 in response to the popularity of the language. Enrolment numbers across the three languages in the College are very strong in the non-compulsory years (Years 10 to 12). In 2017, 43% of students in the senior years studied at least one language.

In 2017, there were high numbers of participants in Language competitions. In May, 53 students competed in the MLTAQ Gold Coast Speaking Competition and 23 (43%) students won a prize. Overall, students at the College won five First, two Second, six Third and ten Highly Commended awards.

NUMERACY

Numeracy learning provides the foundation for the later study of Mathematics. Students from Prep to Year 2 engaged in a number-sense curriculum based on the New Zealand Numeracy Development Project. This focused on the development of an understanding of numbers and number relationships using active, hands-on learning experiences, which specifically targeted students' needs. This learning fostered each student's ability to move between the real world of quantities and the mathematical world of numbers and numerical expressions.

The curriculum delivered throughout the Primary years, enhanced students' performance in Mathematics and provided them with a range of activities to meet their needs in terms of the knowledge and strategies they required to make progress. In the Secondary School, the relationships between Mathematics and the real world were extended with the introduction of assignments that looked to 'mathematise' Mathematics. There was a focus on placing a problem into context and solving what was important. Numeracy in the real world relies on understanding when to apply specific knowledge and processes.

STEAM

Clayfield College believes that controlled, appropriate use of technologies will help our students to become information producers rather than consumers, self-directed learners and collaborative team players. It is important to guide our young people in developing the skills they will need to be productive, responsible digital citizens. Thus, we have focused on ensuring that through their interactions with technology our students develop the dispositions associated with critical thinking and problem solving.

The integration of relevant technologies fosters creative and innovative student learning. The compulsory BYOT (Bring Your Own Technology) Program at Clayfield College allows this. This approach is now being preferred in schools around the world, because the technology that students already possess and use in their daily lives can be utilised in their educational environment to enhance their learning experiences. In addition to the students' personal devices, the College provided a range of other technology to support learning throughout 2017. For example, classes had access to resources including 3D printers, Google Goggles, Bee Bots and Ozobots.

The 2017 curriculum reflected the importance of equipping students for the future with skills in Science, Technology, Engineering, the Arts and Mathematics. As well as Mathematics and Science subjects across all year levels, students up to Year 5 studied the Arts, Digital Technologies and Design Technologies. From Year 6, the curriculum broadened to include Food Technology and Control Technology (Robotics) up until Year 9 when specialisation occurred. The Makerspace, a dedicated room devoted to design and innovation from Prep to Year 6, enabled collaborative and individual creations to be designed, tested and constructed as part of integrated transdisciplinary units. Year 1 students, for example, have designed and created their own moving toys.

Coding, an important language for our students, was embedded in the Digital Technology Curriculum from Prep through to Year 8. Resources such as *Osmo Scratch*, *The Hour of Coding* and *Code.org* were used to enhance the experience. From Year 9, some students chose to continue with coding and other technology-focused learning through their choice of elective subjects. We also partnered with *Code Camp Australia* to offer students the opportunity to design and code their own games as part of our holiday activities program.

Whole school projects augmented the classroom study of STEAM subjects. Science Week was a time of celebration, which provided the opportunity for students to engage in numerous extension projects. There were presentations from CSIRO, the Bug Lady, Ocean Life, AVA Petpep, Geckoes Wildlife and the Secondary Chemistry Teacher Science Group. Students also participated in a range of STEAM competitions, programs and excursions targeted to their age group. These included ICAS Maths and Science Competitions, the Maths Team Challenge, the UQ Science Ambassadors Program and the RACI Titration Competition. Younger students were challenged through the Science Factory, the LEGO Education Centre and Big Bang Education.

Specially Tailored Programs

English as a Second Language

Students for whom English is not their first language received specialist English language support. From Prep to Year 6, student support was delivered through an intensive Beginner's program, or a program that was more explicitly focused on the curriculum in the key learning areas. EALD teachers and teacher aides worked with groups of students and within classes throughout 2017.

In Years 7 to 9, English as an Additional Language or Dialect (EALD) was offered as an alternative to foreign language study and students in Years 10 to 12 chose EALD Support as an elective subject. These classes not only developed the students' competencies in English, but also offered support in achieving success across other curriculum areas. There was a focus on cultural and situational contexts of language and the need for students to make critical observations and choices about language.

Enrichment and Extension

Students who are identified through diagnostic testing, documentary evidence (NCCD) and/or a health professional's referral as having a learning difficulty or disability, are supported in their learning through an Enrichment program. In 2017, this program operated across the College through the provision of specialist teachers, teacher aides, special resources and special provisions. Specialists worked in collaboration with classroom teachers, Heads of House and family members, to ensure the best possible outcome for each student. Teachers from Prep to Year 3 have delivered focussed writing, numeracy and comprehension sessions to enrich the program for targeted students.

Students with identified talents are extended within the classroom through alterations to the curriculum. In 2017, opportunities were also provided for students to become involved in specific internal and external Gifted and Talented programs, including competitions, workshops, performance opportunities, tours and camps. Eight students from Years 7 to 9 attended the World Scholar's Cup at the Anglican Church Grammar School. This was an intensive day of creative and critical thinking, debating and general knowledge challenges. Some girls from Year 7 entered the annual Young ICT Explorers competition at the University of Queensland, while a group of Year 8 students took part in Curtin University's ECO-CHALLENGE, an online game-based challenge looking at environmental issues. These experiences were both challenging and enjoyable. A selection of other opportunities is listed below.

- Brainways Extension programs
- Days of Excellence workshops
- Da Vinci Decathlon
- Writing Workshop with the Courier Mail's Chief Sports Journalist- Robert Craddock

- STEM Horizons- intensive student workshop
- From Little Things Big Things Grow
- Brisbane Writers' Festival: WordPlay
- Write 4 Fun! Short Story Competition
- Green Team Leaders Enrichment activities
- EcoMarine Warriors for Tangalooma Resort
- Innovators of the Future Competition
- Language speaking competitions
- ANZAC Premiers Prize/ The Simpson Prize
- RACI Titration Competition
- Mathematics Choose Video Competition
- Big Science Competition
- Curious Mind Program
- RACI Crystal Growing Competition
- QUT Vice Chancellors STEM Camp
- The Conocophillips Science Experience
- UQ Science Ambassador Program
- Mathematics C Maths Choose Program

A variety of testing instruments were used to gather data on students so that programs were targeted to their needs. ACER Online Assessments completed by students from Years 2 to 10 at the start of the academic year provided information used for the allocation of enrichment and extension resources, as well as the development of pedagogy, which enabled differentiation in the classroom.

Alternative Pathways in Senior Schooling

In 2017, senior students had the opportunity to study a nationally-recognised qualification gaining valuable industry experience. Students elected to study one or more vocational courses in diverse areas, such as business, nursing, fitness, and beauty. Delivered by private Registered Training Organisations or through TAFE, these courses resulted in Diplomas and/or a Certificates II-IV, qualifications. These qualifications provided an alternate pathway to tertiary studies or other post-school endeavours for those who wished to use them. The diversity of senior pathways offered ensured that 100% of our students who applied received an offer of a place in a tertiary course.

VOCATIONAL QUALIFICATIONS COMPLETED IN 2017

Qualification	Students
Diploma	13
Certificate IV	1
Certificate III	6
Certificate II	3

Elite Sporting Program

To alleviate the pressures on young elite athletes, the College once again provided opportunities for students in Years 6 to 12, who met the requirements, to have additional study time and greater flexibility around their studies. The Elite Sporting Program at Clayfield College aims to reduce the demands placed on these students, giving them greater balance so that they can continue to excel in both their sports and academics.

Each student's academic and sporting needs were met through a personalised timetable. For a number of students, the program allowed time for training to occur at school during the school day, giving them more time at home for family interactions and academic requirements. This has proved highly successful with many girls receiving academic awards while continuing to perform at exceptional standards within their chosen sport. To be eligible for entry into this program, students need to be at either state or national representation level within their particular sport.

School Improvement Plan

Clayfield College is committed to learning at an individual and College level. This means that we are always seeking to make progress through a process of continuous reflection, goal setting and review. While our students achieved many of their personal and educational goals, with 100% of graduating students achieving entry into a tertiary course of their choice in 2017, and NAPLAN results remaining consistently above the national benchmarks, we maintain a focus on improvement.

The National School Improvement Tool devised by the Australian Council for Educational Research is the basis of our School Improvement Plan. In 2017, it targeted the three domains detailed below, establishing goals and strategies for each.

Analysis and Discussion of Data

- A data committee worked on the systematic collection of a range of student achievement and well-being data for inclusion in a data plan.
- A significant amount of professional development was devoted to the development of teachers' and leaders' data literacy skills.
- The use of data to shape teaching and learning was a focus across the College enabling a targeted focus on engagement and differentiation.
- The College was involved in an Independent Schools Queensland Data Project, which allowed access to expert advice and support.

A Culture that Promotes Learning

- A culture of high expectations and commitment to excellence was promoted through the communication of a conviction that every student will learn and achieve positive outcomes
- Student engagement in the classroom was a focus throughout the College.

- The concept of growth mindset was used to promote a culture of growth and development.
- Staff engaged in professional development on student engagement, which has translated to school-wide learning culture.

An Expert Teaching Team

- The Professional Partnerships Program was a focused program of professional development for all teaching staff.
- Teachers engaged in a suite of action-research programs, working in partnerships, focusing on an aspect of education or practice they wished to develop.
- A culture of professional reading was encouraged in support of this and there was an expectation that data be used to evaluate impact.
- This program produced demonstrable change in classroom dynamics and improved the quality of learning in the classroom.
- Collaboration with colleagues provided a platform for teachers to improve their practice.

The School Improvement Plan remains a dynamic document, allowing new areas of focus over time.



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.

Sport

Sport continues to be a popular area for co-curricular activity at Clayfield College. In Years 2 to 12, an average of 87% of students participated in at least one of the Queensland Girls' Secondary Schools Sport Association or Andrews Cup (Primary School) sports. Teams earned six premierships, and the College came second in the Percentage Cup in Andrews Cup Cross-Country, and third in the Percentage Cup in Andrews Cup Athletics and QGSSSA swimming.

Clayfield College fielded teams in thirteen of the QGSSSA sports: athletics, badminton, cricket, cross country, football, gymnastics, hockey, netball, softball, swimming, tennis, touch and volleyball. The College also entered competitions such as Sacre Coeur Tennis (A grade champions 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).

The Andrews Cup Sports Association comprises ten member schools that share similar values and traditions with respect to the active participation of Primary girls in healthy sporting pursuits. Girls from Years 2 to 6 competed in athletics, cross country, gymnastics, netball, swimming, tennis and touch. As well, our boys and girls had access to four-week sport skills programs each term. These were delivered in partnership with Brisbane Roar Soccer, AFL QLD and Shaw Park Tennis, Sandstorm Sport Volleyball, the Brisbane Hockey Association and the Brisbane Netball Association.

Boys in the Primary School continued to have the option to train with the Andrews Cup swimming, athletics and cross-country squads, to advance to City District selection. The biannual Clayfield and BBC days saw the boys compete in friendly competitions against BBC hosted here at the College.

Students who excelled in sports had the opportunity to trial for one of nineteen City District sporting teams. Schools underneath the City District umbrella competed for the honour of representing the zone at the Metropolitan (MET) North competition. Selectors then chose a MET North team that competed at the Queensland school championships. Students from Clayfield College earned places in Queensland and National teams.

Music

The College's Co-curricular Music Program is extensive, working in partnership with the classroom program; it results in a very high level of student involvement. Over 200 students are currently involved in one or more of the instrumental/choral groups as part of the program. Private tuition on piano, voice, woodwind, brass, percussion and strings is available to students from Years 2 to 12. In 2017, the program consisted of band, choir and string strands. Clayfield had six choirs, three bands, four string ensembles and five chamber ensembles, along with a beginner band (Years 5 and 6) and Year 3 string program. Within each strand, students had opportunities to workshop with some of Queensland's outstanding musicians, including John Morrison and Jacki Cooper; Dr Shaun Brown; Mr Michael Patterson; Ms Natalie Sharp; Mr Tim Sherlock and internationally renowned Dr Kirby Shaw. Some of these workshops were with Brisbane Boys' College reflecting the close musical relationship between the two schools. Canzona, the premier

auditioned choir, along with some of our string players, performed at the Brisbane Boys' College Grand Concert in the dedication piece to their departing Principal.

Many of the Clayfield College ensembles competed in the Queensland Youth Music Awards and Prestige Music Fest, achieving the following results: one bronze, three silver, five gold and one platinum award. The Percussion Ensemble also received a third place in the Queensland Percussive Arts Eisteddfod. As well as performing at many College events, Clayfield's chamber ensembles performed at community functions, including the Inner Wheel Changeover Dinner, St. Mark's church service and Fair and the Parents and Friends Ladies Lunch. Over 130 students participated in the annual Music Fest with 29 students selected to perform at the Grand Concert. Thirty students also participated in external ensembles and programs such as the State Honours Middle School and Senior School ensembles and Young Conservatorium ensembles.

Cultural Offerings

In 2017, the Debating Program saw a large number of girls involved with sixteen teams from Years 5 to 12. Training and development were the main areas of focus to improve the girls' understanding of rebuttal, structure and delivery. Students had various opportunities to engage with excellent coaches in training events throughout the year. During the season, students entered the Secondary QDU competition, BGDA competition and the Primary and Junior Secondary QDU competition.

Drama Incorporated, the extracurricular drama group, participated in a range of intensive workshops to extend students' performance skills. The program focused on improvisation and creative scene development, where participants entertained audiences with their spontaneous character action. In other cultural activities, the Dance Company competed at the Gold Coast Dance Eisteddfod and performed at the Harmony Day Assembly.

Visual Art students had the opportunity to participate in the annual Creative Generation Excellence Awards with two students receiving awards of excellence. The Lux Art Exhibition was also very successful as students were able to experience their own creations curated in an exhibition space. *Artbox*, an after school program was offered for Primary and Secondary students who wanted to engage in Visual Art beyond the classroom.

Academic Activities

The classroom experiences of students were extended by a range of competitions, events and activities, which allowed them to pursue areas of particular interest. Many of these bridged the curricular/ co-curricular spheres of the College.

- ANCQ Chemistry Quiz
- Mathematics Teams Challenge
- Mathematics Trust Challenge and Enrichment Stage
- Mathematics Olympiad
- RACI Titration Competition

- Conoco-Phillips Science Experience
- Rio Tinto Big Science
- QUT Vice-Chancellor's STEM Camp
- QUT Young Researcher's Program
- STEM2Plate and Science Week Activities
- Young ICT Explorers Challenge
- QUT Blue Shift Case Study (finalists)
- Readers Cup
- ANZAC Premier's Prize
- Education Perfect Languages World Championships
- Confucius Institute Chinese Competition
- Chinese Bridge Competition
- UQ Chinese Writing Competition
- MLTAQ Gold Coast Speaking Competition
- UQ Science Ambassador Program
- Double Helix Science Club

The College offered two opportunities for study overseas: Year 10 students were able to apply for an exchange to Trafalgar Castle School in Toronto, Canada, for a term, and Year 9 and 10 students had the opportunity to earn a place in the Cambridge Program. In Term 2, 2017, two students went to Canada. They lived in the boarding house at Trafalgar Castle, but went on holiday with host families to experience Canadian family life and visit some of the country's best-known natural and human constructed sites. In Term 3, nine 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 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 Ely Castle.

In the Primary School, student learning was deepened and extended through the STEAM-focused Makerspace room, the Premier's Reading Challenge, the Da Vinci Decathlon, the ICT Extension Club, the Public Speaking Competition, Debating and STEM Horizons for High Achievers, as well as ICAS Mathematics and English competitions, and the Australian Mathematics Competition. There are plenty of other activities on offer in the Primary School to suit all tastes and abilities including the environmental group, the Green Team, Art Box, Makerspace Mondays, Lego and Board Game clubs. The Primary School also utilised the passion and expertise of providers such as Code Camp, Chess Mates and Bricks4kids by offering outside of school hours programs.

Social Climate

Well-being is intrinsic to learning. Clayfield College focuses on each child's social and emotional well-being as the foundation of their success in all areas and as fundamental to their 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

The House system is both the administrative and support backbone of the College. 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 House system is particularly important in the Secondary School where a student has many teachers so needs someone whose role it is to have a complete understanding of her needs. This 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. Heads of House monitor the holistic development of each student from their time of entry into a PC Group. Core and subject teachers have a significant role each year, but Heads of House are pivotal in all communication between home and the College and monitor the co-curricular involvement and academic and social progress of each of their charges.

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 (PC) Groups within each House. These multi-age groups have 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.

Personal Development

Clayfield College places significant emphasis on Personal Development, running a formal program of regular lessons 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 well-being. 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.

Throughout 2017, the Primary School again used *KidsMatter*, a social, emotional and well-being framework proven to make a positive difference to the lives of Australian children. Teachers utilised a variety of resources for their lessons, including the *You Can Do It*, and *Bounce Back* programs, and addressed topics associated with interpersonal relationship building and the development of self-awareness and self-respect. In the delivery of the program, emphasis is on preventative measures as well as on problem-solving strategies.

Primary Students use the High Five Hands approach to friendship disagreements in and out of the classroom. This assists them to learn appropriate and assertive ways to communicate in challenging situations.

1. **Talk Friendly** - use a normal speaking voice, tell them what they are doing bothers you, tell them to stop
2. **Talk Firmly** - stand up for yourself, be assertive but not aggressive, make sure you have the person's attention, tell them again to stop bothering you
3. **Ignore** - do not pay attention to the person, do not listen to them, do not look at them, do not speak to them
4. **Walk Away** - find another place to sit or another group of friends to play with
5. **Tell Someone** - if they keep bothering you, tell your teacher or the teacher on duty straight away so the problem can be handled immediately

Peer Buddy Program

The aim of the Peer Buddy Program is to provide an opportunity for students across different year levels in the Primary School to develop relationships with younger or older students and deepen their learning. For 2017, the class groupings were: Year 5A with Year 3A, Year 5B with Year 2B, Year 4A with Year 2A, Year 4B with Year 1A, Year 3B with Year 1B, Year 6A with Prep and Year 6B with Pre Prep.

The Pre Prep and Prep buddies worked from the Alannah and Madeline Foundation's *Better Buddies* Framework. Through *Better Buddies*, children in their first and last year of Primary School buddy up and learn the values: caring for others, friendliness, respect, valuing difference, including others and responsibility. All children in the school learn these values through formal and informal activities. <http://www.betterbuddies.org.au/>

In Years 7 to 12, the program allows a strong focus on developmentally appropriate issues. Friendships, group work and relationship management were key areas for students in Years 7 to 9, along with cyber safety, body image and self-esteem. In Year 10, the focus switched to service learning and the demands of senior schooling, along with the development of House citizenship.

Students were prepared for their roles as mentors for new students in each Pastoral Care Group. In Year 11, leadership was the focus and students developed skills in teamwork, team building and team leadership. Year 12 students were encouraged, through the Personal Development Program, to consider issues of importance beyond schooling. Some of the most immediate issues dealt with were 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 cyber safety and legal experts. Throughout 2017 safe online activity was a focus for all students, with extended training in securing social media sites.

Christian Education

Our Christian environment enriches pastoral care at Clayfield College 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 planned so that issues such as identity development and sexuality are examined from different perspectives at the same time. In our 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 it 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 were engaged in a range of activities. Clayfield College's strong Christian education program nurtured students' spiritual well-being and growth.

Student Leadership

Student leadership encompasses a broad range of formal and informal activities beginning with daily opportunities in Pre-Prep and Prep. In Years 1 to 6 Class Leader positions changed each semester and the expectations and responsibilities increased as the students grew and matured. Our Year 6 students shared the role of Helping Hands in their lunch breaks. Training was given to the students on how to help students in the playground if they are lonely, require friendship help or have hurt themselves. In 2017, our Year 6 students attended the G.R.I.T Student Leadership Conference to develop their leadership skills. The aim was to give as many girls and young boys as possible, the opportunity to develop leadership skills and to help them learn that responsibility goes with the privilege of leading their peers.

In the Primary School, students worked as Library Monitors, Chapel Monitors and Class Leaders. Two Year 6 students were elected to the positions of Primary School Captains. Together, they worked to uphold the College values and support their peers and teachers. Primary House Leaders assumed responsibility for House events, Interhouse carnivals and Assembly presentations. There were also captains of each Andrews Cup sport, and interested students undertook a formal application process.

From Year 7, there were House Leaders who assisted with House projects and events, and students in Year 9 applied to join the Young Leaders program. In the latter half of Year 11, interested students chose to apply formally for significant leadership positions. Sporting, cultural and service activities all required student leaders. There were 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 2017, Year 12 student leaders chose 'courage' as their focus. They introduced 'Courage Days', where students had the opportunity to volunteer themselves to perform on an open microphone in front of the College community during lunch times. The leaders also continued 'Welcome Week' in which leaders provided a week of different greetings at the College entrance, and the very popular 'lunch with the littlies'.

Outdoor Education Program

The Outdoor Education Program aimed to challenge students physically, emotionally and psychologically to expand the range of situations in which they felt secure. All programs were based on the 'challenge by choice' philosophy, which allowed participants to engage in intelligent risk-taking and choose the level of physical or emotional difficulty that best suited their needs. The program was designed to provide a gradually increasing level of challenge from Year 4 through to Year 10. The experiences were varied, but all provided opportunities to appreciate the natural environment. The program in Year 11 focused on character and leadership development, but still used the principle of controlled risk-taking for personal growth. Experienced and accredited specialists facilitated the outdoor education experiences, which were supervised by College staff.

Service Learning

Giving back in the form of community service has a powerful effect on social and emotional well-being 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 drives such as Jeans for Genes Day and Pyjama Day. The Community Service Group in 2017 focused on informing students and engaging in active service, using the themes of education, environment and equality. Guest speakers informed students about the basics of feminism, women in sport, women in the workforce, everyday sexism and environmental conservation.

Another aspect of community service in 2017 was the College's Peer Mentoring program and Homework Help programs organised by the Academic Captains. Students who nominated to give or receive assistance in one or more subject areas were paired across year levels. They then arranged mutually convenient times to meet.

In the Primary School, there was a focus on developing an awareness of the world around them and empathy for those less fortunate. Students and their families assisted some charities through fund raising efforts. These included World's Biggest Garage Sale, Jeans for Genes Day, Mater Little Miracles, RSPCA, Epilepsy Foundation and Pyjama Day.

Assemblies

Weekly Primary School and fortnightly Secondary School assemblies celebrated student achievements, presented scheduled items, communicated announcements and reinforced the College values. In February, students from Years 1 to 12 celebrated the College's birthday at the Foundation Day Assembly. Throughout the year, there were a number of special assemblies celebrating specific events or concepts. The Harmony Day Assembly, involving Preps to Year 12, celebrated Clayfield's cultural diversity. It engendered a sense of inclusiveness, respect and belonging for everyone. ANZAC Day and Easter were also acknowledged and commemorated by the community. Two Academic Awards Assemblies were held during 2017, to celebrate the academic achievements of our students. Grandparents' Day occurred early in Term 3 in the Primary School. On this day, Grandparents or other significant older people were invited to attend a special assembly, followed by class visits and morning tea on Leopard Terrace. The school year came to an end with the Year 12 Final Assembly and the Christmas Celebration Assembly.



Key Staff Outcomes

Staff composition

	Full time	Part time	Total
Teacher	61	10	71
Non Teacher	37	32	69
TOTAL	98	42	140

Qualifications of all teachers

Qualification	Percentage of classroom teachers and school leaders at the school who hold this qualification
Doctorate or higher	0%
Masters	20%
Bachelor Degree	97.1%
Diploma	52.9%
Certificate	5.7%

Summary of professional development

Description of PD Activity	Number of teachers participating in activity
QCAA Curriculum Seminars	34
ICT	59
QCAA miscellaneous	17
ISQ	6
Leadership	23
Strategic Vision	63
Pastoral	20
Vocational Education & Training	1
Special Needs	7
Fire Safety Training	71
Workplace Induction Training	71
Child Protection Training	71

Expenditure on professional development

Total number of teachers	Total expenditure of teacher PD	Average expenditure on PD per teacher
70	\$91,827	\$1312

The proportion of the teaching staff involved in Professional Development activities during 2017 was 100%. The major professional development initiatives centred on ICT, Curriculum development, the School Improvement Plan and Leadership development. 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
140	183	465	98.2%

For permanent and temporary classroom teachers, the average staff attendance rate was 98.3% in 2017.

Proportion of teaching staff retained from the previous year

Number of permanent teaching staff at end of previous year	Number of permanent teaching staff at end of following year	Retention rate
79	64	81%

From the end of 2016, 81% of staff were retained for the entire 2017 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
183	615	4858	95.68%

The average attendance rate for the whole school as a percentage in 2017 was 95.68%.

Average student attendance rate for each Year level

Year Level	Total number of students in each year level	Total number of all student absences in each year level	Number of possible attendance days	Total attendance	Average attendance rate for each year level as a percentage
Pre-Prep	16	184	2928	2744	93.72%
Prep	18	127	3294	3167	96.14%
Year 1	24	239	4292	4153	94.56%
Year 2	29	171	5307	5136	96.79%
Year 3	36	232	6588	6356	96.48%
Year 4	36	352	6588	6236	94.66%
Year 5	34	342	6222	5880	94.50%
Year 6	37	381	6771	6390	94.37%
Year 7	51	111	9333	9222	98.81%
Year 8	61	436	11163	10727	96.09%
Year 9	54	416	9882	9466	95.79%
Year 10	58	310	10614	10304	97.08%
Year 11	84	537	15372	14835	96.51%
Year 12	77	1020	14091	13071	92.76%
	615	4858	112545	107687	95.68%

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, a 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 (Years 7 to 12) or Class Teacher (Prep to Year 6) to provide support where it is needed. Parents must apply to the Dean of Pastoral Care or Head of Pastoral Care – Primary for any extended leave of absence.

2017 National Assessment Program for Literacy and Numeracy (NAPLAN)

READING

Year 2017	Clayfield	State	National	% at or above NMS
Year 3	482	425.2	431.3	100%
Year 5	565	502.7	505.6	100%
Year 7	581	540.3	544.7	100%
Year 9	621	574.9	580.9	98%

WRITING

Year 2017	Clayfield	State	National	% at or above NMS
Year 3	448	402.3	413.6	100%
Year 5	524	461.4	472.5	100%
Year 7	572	502.5	513	100%
Year 9	616	538.6	551.9	100%

SPELLING

Year 2017	Clayfield	State	National	% at or above NMS
Year 3	457	408.7	416.2	100%
Year 5	536	496.5	500.9	100%
Year 7	590	546	549.6	96%
Year 9	629	576.9	581.5	100%

GRAMMAR AND PUNCTUATION

Year 2017	Clayfield	State	National	% at or above NMS
Year 3	507	437	439.3	100%
Year 5	585	496	499.3	100%
Year 7	592	537.9	541.6	98%
Year 9	638	573.5	574.1	100%

NUMERACY

Year 2017	Clayfield	State	National	% at or above NMS
Year 3	466	402.1	409.4	100%
Year 5	553	490.4	493.8	100%
Year 7	591	549.2	553.8	100%
Year 9	614	585.1	592	100%

Apparent retention rate Year 10 to 12

	Year 10 base	Year 12	Retention rate %
Number of students	83	72	86.7

Year 12 student enrolment as a percentage of the Year 10 cohort is 93%.

Year 12 outcomes for 2017

Number of students awarded a Senior Education Profile	77
Number of students awarded a Queensland Certificate of Individual Achievement	-
Number of students who received an Overall Position (OP)	65
Number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT)	2
Number of students awarded one or more Vocational Education and Training (VET) qualifications	20
Number of students awarded a Queensland Certificate of Education at the end of Year 12	76
Number of students awarded an International Baccalaureate Diploma (IBD)	-
Percentage of Year 12 student who received an OP 1 – 15 or an IBD	93%
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	98.7%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer	100%

The 2017 Clayfield graduates performed significantly above the State.

OP Range	OP 1 - 5	OP 1 - 7	OP 1 - 10	OP 1 - 15
Clayfield College Cumulative %	25%	42%	57%	93%
State Cumulative %	22%	34%	53%	82%

Clayfield 2017 graduates excelled in the Queensland Core Skills (QCS) Test with 51% achieving an A or B on the test.

Year	A	B	C	D	E
2017	25%	26%	42%	8%	0%

Parents & Friends Association

The Year in Review

The year commenced with our Annual Welcome Night on the first Friday of the term. The parent community turned out in force to support the night, happy to stand in the light rain and enjoy each other's company. Over 300 parents, senior teaching staff and the Principal braved the elements and had a great night. It was a great start to the school year and the support from parents and staff was encouraging.

Our usual events including QCS breakfasts, the World Teacher's Day morning tea, the Year 12 Mothers' Lunch and the Volunteers' Thank You morning tea were held throughout the year. In August, the Clayfield Day on the Green was reintroduced after a few years! Reinvigorated for 2017, it was a friend raiser than a fundraiser. A great day with fantastic weather, the event had the support of the wider community and, on the strength of this, we will see the Fair become an annual event once again.

The Support Groups including Sports, Music, Debating, Primary and the new, Boarders' Support, had a very busy year organising Mothers' and Fathers' Day Stalls, a great Trivia Night and another very successful Race Day. In addition to these events, the Father-Student Breakfast was held at a new venue, Monday morning tuckshops continued and there was a new fundraiser with the Music Prize raffle. The Clayfield P&F would not be what it is without the continuing support from these wonderful support groups. Once again, they have given the P&F and the school a great foundation, allowing ongoing purchases of new equipment and the replacement of existing equipment, including musical instruments. Thank you to all involved for the tireless work.



Parent, Teacher and Student Satisfaction

Clayfield College is proud of the strong partnerships between parents/families and the College. These partnerships are instigated and supported through the excellent work of our P&F Association, the various Support Groups and the College staff. The positive connections between home and school assist our students to thrive. These connections are evident in the significant amount of volunteer work completed within the College and the communication systems operating within our academic and pastoral spheres.

Clayfield College is a friendly and safe school environment built upon a shared purpose and mutual respect. Communication between staff and parents/families is encouraged, to share moments of celebration, areas of concern or process queries. Data collected from students through interviews, surveys, and in general conversations, reveals the depth of pastoral support they experience throughout the College. They build their resilience and confidence through responding to appropriate levels of challenge and engaging in a cycle of feedback and reflection.

Young people learn best when they feel known and valued. Our systems are directed to ensuring that within our Christian community every student has the opportunity to excel. Parents acknowledge the underlying pastoral care within the College and the role it plays in successful learning. They have described the school as a place of care and nurture, where each student is working towards achieving his/her personal best.

Staff demonstrate a happy and collegial approach in their work and share openly in their care and support of 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's employment practices encourage, support and celebrate women and the contribution they make to our environment. Where possible, opportunities for part-time employment in teaching and non-teaching roles and increased leadership opportunities for women are promoted.

The staff at Clayfield College view their work as a genuine vocation. They are committed in their service to the community, as well as to making meaningful contributions to strategic planning and a culture of continual improvement.

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