

CLAYFIELD COLLEGE

# Annual Report

2018



CLAYFIELD  
COLLEGE



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# Introduction

Clayfield College is a leading independent girls' school in Australia, providing a tradition of quality education.

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. 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.

This report summarises Clayfield College's operational information, as well as identifying some of the highlights of the 2018 calendar year.

## Our Mission

Clayfield College is a supportive and safe Christian community providing an outstanding teaching and learning environment where students and staff are encouraged to grow, serve and develop their abilities, and enrich their own lives in the greater community.

## Our Vision

Clayfield College, through a focus on learning, innovation and support, will be recognised as a dynamic day and boarding school which provides an outstanding education for girls and young boys.

## Our Motto

At Clayfield College, we live by our motto 'Let your light shine'.

We maintain the light by creating an inclusive community and progressive educational environment where we prepare and educate each of our students to achieve to his or her personal best.

The significance of our motto is found in Matthew 5:16. *In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven.*

## SCHOOL ADDRESS

23 Gregory Street, Clayfield QLD 4011

## YEAR LEVELS OFFERED

Pre-Prep – Year 12

## CO-EDUCATIONAL OR SINGLE SEX

Co-educational Pre-Prep – Year 6

Girls only Year 7 – Year 12

## TOTAL ENROLMENTS (NOVEMBER 2018)

Students	598
Girls	524
Boys	74
Indigenous girls	21
Indigenous boys	0



# 2018 Highlights

- **Clayfield College Primary School** was one of only two schools in the north of Brisbane given a **perfect score of 100** on the Better Education website
- **Foundation Day Assembly** in February showcased **cultural exchange** and **language learning** throughout the history of Clayfield College
- **Lily Hicks**, Year 5 was awarded the **ICAS Medal for Science**
- **Varni Ranjan** Year 6 was awarded the **ICAS Medal for English**
- Clayfield College won the **Percentage Cup for Andrews Cup Athletics** and **Swimming**
- Clayfield College won **A Grade Andrews Cup Netball**
- Clayfield College won the **Andrews Cup Open Girls Athletics**
- Clayfield College won the **Andrews Cup B Grade Softball**
- 2018 was the inaugural year of the **Britton Shield Primary Boys' Sporting Competition** – Clayfield college was victorious in Touch Football and Football (Soccer)
- The new **Nature Playground** was opened in Term 3
- The Primary School unfurled the **Australian flag** on their new **flag pole** donated by **Old Collegian Diana Osbaldiston** (Crooke 1952)
- **Students were showcased** for their excellence in technology on the nationally broadcast, **Today Show** with industry partners *StemPunks*
- Year 12 student **Renata Hassell** won the popularity competition in the **International Chinese Government 11th Chinese Bridge Competition**. Her prize was a return ticket to China and a year's tuition at a Chinese university of her choice. Renata was the **first Australian ever to win a prize at the global competition**
- Our Year 12 Drama students staged a wonderful production of **Lord of the Flies** at LaBoite theatre
- Year 12 students, **Cassidy Diggles** and **Zoe Gibbs** were awarded gold medals and **Tania Lou** was awarded a Silver Medal for their performances in the **National Titration finals** at the University of Queensland in September
- Year 11 student, **Isabelle Jardine** was awarded the **Premier's ANZAC Prize** and **travelled to Villers Bretonneux** to lay a wreath at the Australian War Memorial at the historic centenary dawn service
- The **Music Tour** to the **United States** in September was a wonderful success, enabling students to perform with a number of American High Schools, record at the Disney studios and watch a performance by the National Symphony Orchestra
- The **Harmony Day Assembly in May** involved a procession of 37 different nationalities and inspiring addresses from **Ella Kung** (Year 12), **Elsie Coleman** (Year 12) and **Mrs Fran Wilson** (Science teacher)
- Ten Year 11 and 12 students travelled to **India** on the **Service Trip**
- **Leila Pedrosa**, **Elinor Kirk** and **Abby Lam** (all Year 12) exhibited at the **Creative Generation Excellence Visual Art Awards**. Abby Lam earned a Commendation Award for her work.
- The 2018 P -12 **LUX Visual Art Exhibition** was a successful evening once again
- Year 12 student **Zoe Gibbs** won the **International Women's Day Zonta prize**
- Year 12 student **Isabelle Taylor** won the **PMSA Education Scholarship** for tertiary study
- **QGSSA Premierships** in **Artistic Gymnastics** in the Open, A Grade, B Grade and C Grade





## PMSA Mission, Vision and Values

Clayfield College is one of four outstanding schools owned by the Presbyterian and Methodist Schools Association (PMSA). Our sibling schools are Brisbane Boys' College, Somerville House and Sunshine Coast Grammar School.

The PMSA is run by a board which comprises 13 PMSA Board members and operates Clayfield College through the Clayfield College School Council. Together, they provide Clayfield College with the strategy and framework that fosters excellence in teaching and learning, a caring Christian culture, and governance and policy-making support.

### Our Mission

The PMSA's 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 fulfilling and satisfying lives and make meaningful contributions to family and society.

### Driven by our Vision

The PMSA's vision is to build caring school communities, by providing world-class teaching and learning environments of excellence, founded on Christian faith and actions.

### Guided by our Values

The PMSA and each of our unique schools share collective values that play a part in every aspect of our daily lives – relationships, care, ethics, personal development, excellence and celebration.

**Personal Development** – We foster resilience, where we learn from our mistakes and successes, and seek continuous improvement and self-management.

**Excellence** – We aspire to achieve excellence and encourage each person to reach his/her potential.

**Relationships** – We strive to form binding, constructive relationships based on faith, love, compassion and forgiveness.

**Care** – We care for our people and seek and provide a safe environment for growth and development, where we can respect ourselves and the needs of others.

**Ethics** – We encourage the building of strong ethical standards based on truth and integrity.

**Celebration** – We collectively recognise and celebrate our own and others' achievements and milestones.

# Governance

Clayfield College School Council is made up of up of nine members including two PMSA Board members, up to six independent School Council members appointed from the school's community, and the school Principal, who is a non-voting member.

The Clayfield College School Council is delegated the responsibility to govern and administer the performance of the school. The School Council's role includes:

- establishing and implementing the College business and strategic plans.
- monitoring the management of risks within Clayfield College.
- overseeing Clayfield College's financial and operational performance against KPIs.
- ensuring Clayfield adheres to all policies and procedures including child protection.
- overseeing new School Council member appointments.
- being actively involved in the process of appointing the school Principal.
- managing the ongoing performance of the school Principal.

The school Principal reports to the School Council and is responsible for the daily operations of the school.

For more information about the School Council's roles and responsibilities, please see the Clayfield College School Council Charter.

**The current Clayfield College School Council members are:**



## **DR ANNE BENNETT, CHAIRMAN**

MBBS, AMA(M), MAICD

Anne Bennett has a significant affiliation and great affection for PMSA schools. A former Clayfield College School Captain and Dux of the School, Anne's now grown children

also benefited from the PMSA academic, co-curricular and pastoral programs attending Somerville House and Brisbane Boys' College.

Anne is a PMSA board member and has considerable experience in governance on not-for-profit boards in the aged care sector, education and children services.

- Chairman – Clayfield College School Council
- PMSA Board member (first appointed 2011, current term until 2020)
- Deputy Chairman – PMSA
- Chairman – Clayfield College Foundation
- Member – PMSA Nominations and Human Resources Committee
- Director – Prescare Board
- Director – Peirson Services Board
- Trustee – Ann Street Presbyterian Church Trust
- Medical Practitioner
- Member – AMA and RACGP
- Member – Ann Street Presbyterian Church
- Member – Australian Institute of Company Directors



## **MRS ROBYN KRONENBERG**

BSc(Hon), MEd, EMBA, FAICD

Robyn Kronenberg has made a significant contribution to education over the past 40 years, and to governance and management through roles on not-for-profit and government boards. A former Principal of St Michael's Collegiate School for 11 years, Robyn managed the business operations and the educational programs for this prestigious girls' school located in the heart of Hobart, Tasmania. Robyn led change, improved academic outcomes and increased international connections, while maintaining the school's heritage and strong Christian values.

Robyn has held non-executive director roles on the Tasmanian Qualifications Authority, the Association of Heads of Independent Schools of Australia and the Alliance of Girls' Schools Australasia, as well as Chair of the Chapter of St David's Cathedral, Hobart.

- Member – Clayfield College School Council (first appointed 2017, current term until 2020)
- General Manager, Partner Schools – Bond University
- Council of International Schools – Accreditation Team Member and Co-Chair
- Fellow – Australian Institute of Company Directors



## **MS SANDRA MCCULLAGH**

MBA, BSc, BA, GAICD

Sandra joined the Clayfield College School Council in August 2017. She is a past student of Clayfield College.

Sandra spent the past 10 years working at Credit Suisse, including the past five years as Head of Environment, Social and Governance (ESG) research in Australia. She wrote numerous papers on Governance issues, including remuneration, board size and compositions and diversity. Her clients were the major superannuation funds and institutional investors. She was the number one rated ESG analyst in Australia for the past few years.

With an executive career spanning more than 35 years working with ASX listed companies and government owned corporations, Sandra had regular contact with Boards.

Sandra also volunteers her time as an aged care visitor with the Queensland Community Care Network and mentor with Mentor Walks.

- Member – Clayfield College School Council (first appointed 2017, current term until 2021)
- Graduate – Australian Institute of Company Directors
- Principal and Director, About Energy
- Trustee – Qsuper
- Member – Queensland Government Climate Advisory Council



**MRS HELEN MURRAY**

RN, BNr, GradCertIT, MACN, MACMHN, MAICD

Helen Murray is a Chief Information Officer and is passionate about providing high quality education in a Christian environment.

After winning several IT awards, Helen’s interest in giving back to the community was ignited. Being a board director with IT experience, Helen is inspired by the impact of technology upon the education environment and the role of digital disruption in ensuring the youth of today are ready for tomorrow.

Driven by the challenge of ensuring equity of access to technology and services available in the city, for rural and remote communities, Helen spends a lot of her working life in outback Queensland and understands the many challenges that living on the land poses for some of our Clayfield families. She is a strong advocate for our rural and remote students.

Helen has more than 30 years of national and international experience in health, rural and remote service delivery, technology, government, program management and governance.

- Member – Clayfield College School Council
- PMSA Board member (first appointed 2014, current term until 2020)
- Director – Clayfield College Foundation
- Practising Registered Nurse
- Member – Australian College of Nursing
- Member – Australian College of Mental Health Nursing
- Member – Women in Technology
- Member – Women on Boards
- Member – Australian Institute of Company Directors
- Associate Member – Institute of Community Directors of Australia



**MR MICHAEL RYALL**

CA, MProfAcc, BHotMgt, GDipAppFin, GAICD

With more than 25 years of experience in hospitality, property and professional services in Australia, UK and the Middle East, Michael has developed an expertise

in financial management and reporting, governance, business management, strategic planning and project management. His financial and commercial experience provides a detailed understanding of the property industry, real estate practices and financial reporting within the industry.

Michael’s wealth and diversity of experience, in addition to his interpersonal skills, have developed a broad commercial acumen that ensures he develops and maintains strong business relationships and can easily communicate with people at all levels of an organisation.

- Member – Clayfield College School Council (first appointed 2017, current term until 2021)
- Graduate – Australian Institute of Company Directors
- Member – Chartered Accountants Institute of Australia and New Zealand
- Member – Financial Executives Institute
- Chief Financial Officer, Spyre Group Pty Ltd
- Non-Executive Director, Common Ground Queensland
- Chair, Future Projects Committee & Member of Audit & Risk Committee
- Trustee – Uralla Goldfields Historic Trust
- Chairman – Fig Tree Pocket Outside School Hours Care



## 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 2018 was another very successful year for Clayfield College. Staff, students and the school community worked collaboratively together to achieve success in numerous and varied fields of endeavour. At Clayfield, as part of our commitment to delivering a personalised education for each of our students, each child is known and valued as an individual. This creates the environment for students to thrive and achieve their dreams.

### School Leadership

Our School Principal Mrs Kathy Bishop, released the school's Strategic Plan, *The Clayfield Way*, in 2017 which set out the school's direction and goals. This year, with the support of her Executive, and the new School Deputy Principal, Ms. Samantha Bolton, the plan is being implemented, with the school focused on achieving the best outcomes for our students and supporting our staff in their professional journey.

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

Arising out of the Strategic Plan, this year the school has been developing a framework aimed at facilitating exceptional evidence-based teaching and learning in every classroom. The Clayfield Classroom will be released next year and will facilitate the development of dispositions and qualities that will enable our students to thrive and succeed in all areas of life.

### 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 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.

### 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 2018, showed all years achieving significantly above the state and national averages.



In 2018, the graduating class of Year 12 students, achieved excellent outcomes with 54% of the cohort achieving an OP of 1 to 7 and 100% receiving their Queensland Certificate of Education.

## 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 at Clayfield College with high levels of participation. Music groups continue to excel and provide much pleasure to the whole school community and this year to a broader international community.

During the year, our musicians toured the United States with a number of opportunities to work with celebrated musicians and perform in outstanding venues.

This year, the Clayfield College Opportunity of Excellence Program supported by the Clayfield College Foundation has provided opportunities and challenges for the development of personal fitness. Physical fitness, strength and resilience are important additions to skills when playing sport, but are also extremely important for a healthy and well-balanced life.

## 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 staff and 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. Giving of oneself and empathy for others play 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 service trip to India by senior students.

## Facilities

The school campus has a number of excellent educational spaces and facilities, including the 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 undertaken a master planning process with m3architecture to be released to the school community next year.

## Conclusion

The School Council believes 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 Lifelong Learning

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 remarkable, committed and accomplished 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 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 girls and young boys enjoy our beautiful single campus, small class sizes, vibrant learning and personalised, individual care and attention. Their wide-ranging achievements 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 and provides individual and team achievements of which we are most proud.

*The Clayfield Way* will continue to guide the strategic direction of the College over the next three years. In 2018, we further 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.

The outcomes from our curriculum review extended the development of the classroom skills: creativity and innovation; confidence, resilience, agency; critical-thinking and problem-solving; financial and digital literacy; collaboration, communication, and global citizenship; and enthusiasm for ongoing learning. As well, the review highlighted the opportunity to enhance our teaching and learning framework. A Pedagogical Framework Development Committee was formed and, over the year, analysed, researched and articulated the essential elements of excellent teaching and learning on an individual, classroom and whole-school level. Targeting the *Minds* objectives outlined in *The Clayfield Way*, the Committee developed an evidence-based structure, specific to

Clayfield College, to enhance the learning culture of the College through ensuring a best/next practice approach; ensure a common approach to the development of cognitive skills; promote a shared language of learning; and promote a focus on learning to learn. The teaching and learning framework, *The Clayfield Classroom*, will be launched at the start of next year.

Building character and responsibility are crucial to a child's education and our service learning educates our girls and young boys for life. All students from Years 3 to 12 are involved in a broad range of service activities through House projects, Year Level groups, Primary groups, Tutor groups and as individuals. Several students worked as part of our broader national and international service and worked in India. We teach our students to engage with those working in service organisations as well as those receiving services so that they learn the skills and confidence needed to take on our city's, nation's and world's greatest challenges. 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, India, Canada, China, Japan, and at Cambridge University and NASA Space School, Houston, Texas.

Thank you to the College Council, staff, students, Old Collegians, and Parents and Friends of Clayfield for a positive, rewarding and successful 2018.

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. 2018 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.

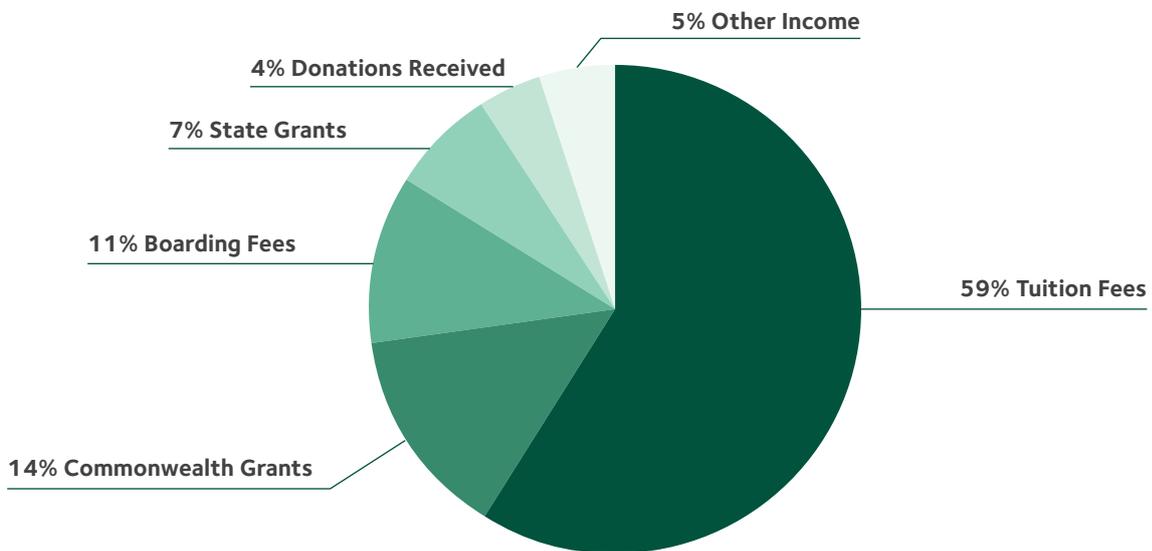


# From the Business Manager

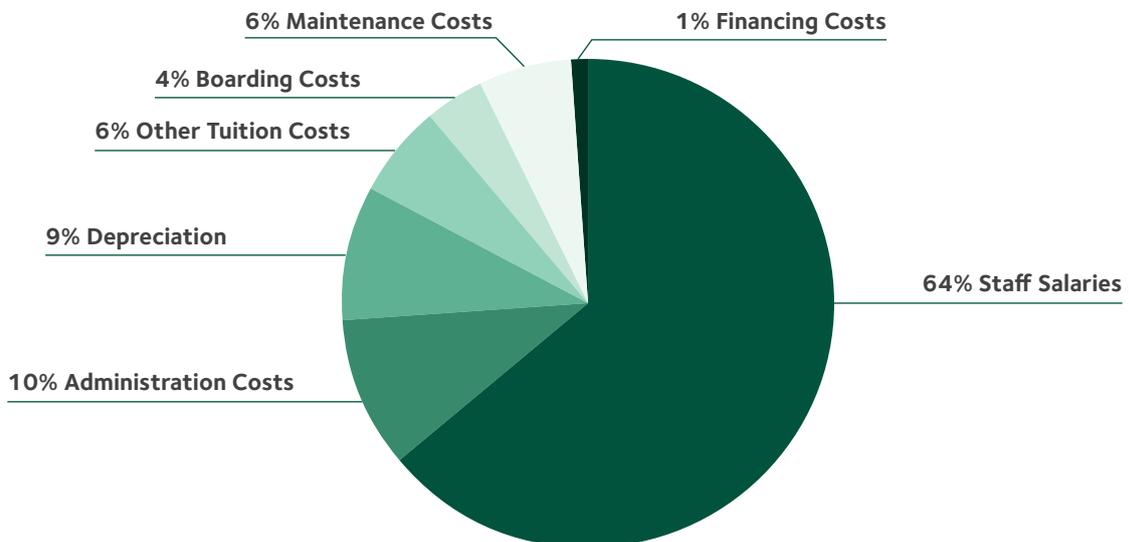
## Budget Control

The College is committed to minimising operating expenditure and seeking savings and efficiencies through strong resource stewardship. The College endeavours to prudently manage our finances without compromising the high-quality, well-rounded education for the students in our care. Fee increases for 2018 were 3.5% and discounts for paying fees annually in advance were 3%. Sources of income and areas of expenditure are shown in the graphs below.

**OPERATIONAL INCOME 2018**



**OPERATIONAL EXPENDITURE 2018**



# Strategic Plan (2017-2021)

Our commitment to excellence is forged through our three pillars, Hearts, Minds and Souls, and the supporting structures of leadership and governance guide us to Maintain the Light. Whilst this strategic focus will set our direction over the next four years, it will be monitored and reviewed annually allowing for adjustments of growth and opportunities, as our goals and strategic intent unfolds.

## HEARTS

### **Shining brightly as one family**

1. Serving our wider community
2. Developing and extending our Pastoral Care Program
3. Connecting and engaging with our school community
4. Fostering global connections

## MINDS

### **Lighting up minds to achieve our best**

1. Continuing to strengthen exceptional academic, cultural and sporting outcomes
2. Empowering and supporting our teaching staff to enhance quality teaching
3. Providing a personalised learning environment for students

## SOULS

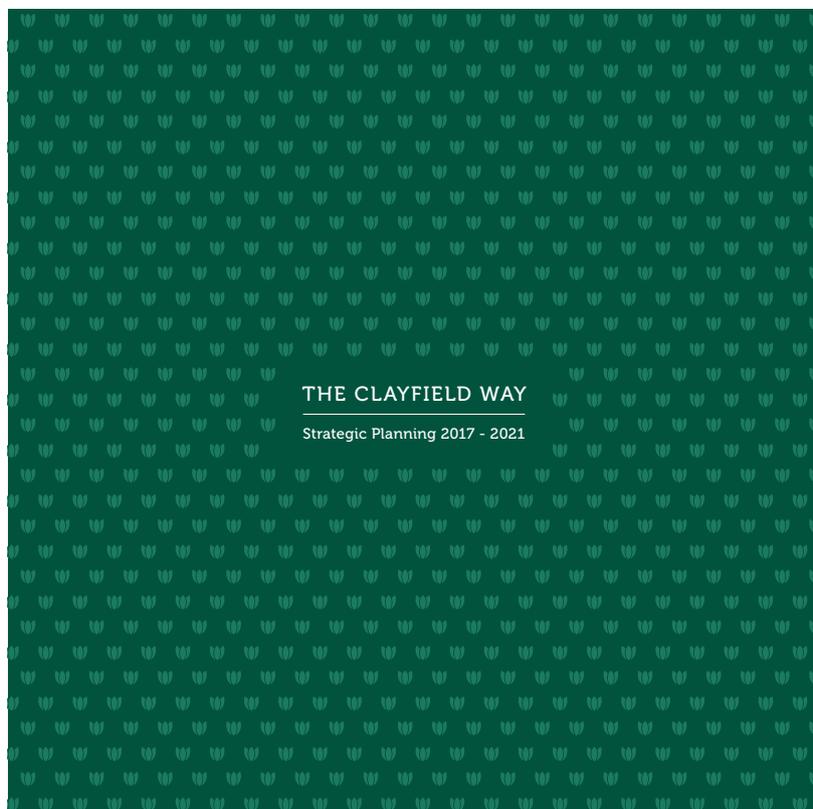
### **Shining God's light in a Christian caring community**

1. Developing and nurturing a caring Christian community
2. Embedding Christian principles and values in all levels of school operations

## MAINTAINING THE LIGHT

### **Supporting sound governance, management and resourcing**

1. Ensuring policies and procedures are best and 'next' practice
2. Focusing on sound governance for College operations
3. Keeping the Clayfield College community well informed
4. Building our resources and capacity
5. Establishing a Foundation fundraising plan for future infrastructure projects



# School Improvement Plan

The vision and mission of Clayfield College reflect the school's deep commitment to an improvement agenda. Using the National School Improvement Tool, devised by the Australian Council for Educational Research (ACER), the following plan was developed to drive this agenda. Based on a synthesis of international research, the National School Improvement Tool identifies the most effective practices of successful schools. These practices are organised into nine domains, with a set of performance levels – low, medium, high, outstanding – for each. Descriptors allow schools to evaluate their current context, establish focus areas and design strategies for improvement. The College plan is refined annually according to the school's growth and priorities.

In 2018 the College chose to focus its improvement agenda on four domains. This improvement plan reflects the connections between the domains selected, as evidenced in the overlapping strategies articulated.

## Analysis and Discussion of Data

Clayfield College uses data to improve learning outcomes through a process of reflection, evaluation, goal setting and direct instruction. The following strategies were employed.

- Developed and implemented a comprehensive data plan
- Provided professional development opportunities to enhance teachers' understanding of data
- Ensured teachers had access to comprehensive data on students
- Monitored use of data to improve teaching and learning

## A Culture that Promotes Learning

Clayfield College is committed to building a community, which emphasises belonging and respectful, caring relationships. The following strategies were employed.

- Prioritised student and staff well-being through a range of initiatives
- Ensured student care is viewed as the priority of all staff
- Emphasised the College values

Clayfield College enables the growth of every individual, prioritising curiosity, creativity, resilience and independence in learning. The following strategies were employed.

- Created partnerships between parents, teachers and students
- Communicated an understanding of the beliefs and behaviours associated with high quality learning
- Embedded formative assessment practices across the College so that students are actively engaged in the dynamic process of learning

## An Expert Teaching Team

Clayfield College is a professional learning community. The following strategies were employed.

- Embedded high expectations of learning for all staff including the leadership team
- Ensured that staff are well prepared for the changes to the senior assessment and tertiary entrance system
- Promoted a culture of collaboration and reflection
- Assisted staff to develop a deep understanding of learning

Clayfield College maintains a high quality of teaching and learning in all disciplines and year levels. The following strategies were employed.

- Attracted, retained and developed highly effective teachers
- Embedded formative assessment practices across the College
- Monitored teaching and learning throughout the College

## Effective Pedagogical Practices

Teachers at Clayfield College employ best practice pedagogy reflecting their commitment to their own ongoing learning. The following strategies were employed.

- Remained informed of evidence based best pedagogical practice
- Promoted a culture of collaboration and reflection focused on enhancing pedagogy
- Created a pedagogical framework specific to the College
- Remained focused on a holistic approach to teaching and learning
- Provided professional learning opportunities to assist implementation of the Clayfield Framework

# Curriculum Offerings

At Clayfield College, learning is at the heart of everything we do. We acknowledge that to learn well one must live well and, as such, our approach to education is a holistic one. Our learning culture encompasses all in the community and is based on the understanding that learning is a dynamic and emotional process which relies largely on the engagement of the learner. We attend to the factors associated with learner engagement by ensuring that we have an optimal environment for learning, including a commitment to high-impact pedagogy.

Working with the Early Years Learning Framework, the Queensland Kindergarten Learning Guidelines, the Australian Curriculum and the Queensland Curriculum and Assessment Authority Syllabi, Clayfield College offers a rigorous academic environment where learning involves challenge which builds from Pre-Prep to Year 12. Our focus is on developing excellent literacy and numeracy, as well as a capacity for high-level critical and creative thinking. This occurs through a range of subject disciplines, which provide the foundation for more specialised study in the senior years.

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 2018 are provided below.

## Early Years Learning: Pre-Preparatory to Year 3

The early primary years have a strong emphasis on building strong foundations in literacy and numeracy. In Pre-Prep early literacy and numeracy skills are developed through play using the Queensland Kindergarten guidelines. Children build positive relationships and a sense of identity and make decisions about their learning through negotiated learning experiences. Daily music lessons with a specialist teacher and the wearing of the school uniform ensure links to the formal years of learning and promote a sense of belonging.

In Prep to Year 3, phonological awareness is a necessary pre-requisite for reading and writing. This is developed through a range of tools including PLD (Promoting Literacy Development), that focusses on a synthetic phonic approach. The learning of spelling integrates active spelling strategies writers use in the construction of writing, and *Words their Way*, which enables students to study spelling patterns and individual words. Guided reading sessions in small groups with teachers are integrated regularly into the literacy block to focus on early reading strategies and comprehension at each child's level of development. A common language for writing

is commenced from Prep using 6+1 Writing Traits approach. Students investigate the traits of successful writers through examining six key areas of ideas, organization, voice, sentence structure, word choice and conventions. Presentation of their writing often incorporates the use of technology. Students in Year 1 even create QR codes to share their ideas.

Numeracy development in these years builds strong foundations in number, space and measurement. *The Stepping Stones* program ensures a sequential development of skills in each year level. Number relationships are investigated through hands-on learning experiences targeted at each student's ability using a number-sense curriculum based on the New Zealand Numeracy Development Project.

Learning is enhanced and linked to the real world across subjects, including Humanities and Science, through excursions and inviting guest speakers into the classroom. A highlight is Science Week with presentations from Ocean Life, Australian Veterinary Association, PetPEP, the Bug Lady and Big Bang Science.

## Primary Years Learning: Year 4 to Year 6

From Year 3 to Year 6 students engage in the Accelerated Reader program which complements the focused literacy lessons in the classroom and provides ongoing practice in reading and comprehension. Individualised practice in reading, quizzes to develop understanding and immediate feedback for teachers and students allows progress to be tracked. Students continue their investigation of writing by using 6+1 Writing Traits approach. Students develop their writing of various genre through investigations in cross-curricular topics.

A wide range of practical and written activities in Mathematics develops knowledge, strategies and problem solving. Oxford Maths in Year 5 and Year 6 continues the individualized approach from early years with extension and enrichment as a part of the program. *Mathletics* allows students to practise a variety of skills via an engaging online platform.

Music is taught across the Primary School using the Kodály methodology as the basis of the program. Regular lessons allow development of skills in different areas of music, creating the 'whole' musician. From Year 1, instrumental lessons and choirs provide enrichment opportunities for students. Year 3 students participate in a strings program where each child learns a string instrument and Year 5 and Year 6 students can progress into the Beginner Band. Choirs across the Primary School perform at regular college and community events and participate in school competitions.



The learning of Spanish or Chinese is part of the curriculum with students studying one language up to Year 5. In Year 6, students continue a language of their choice. Students in Upper Primary can participate in language speaking competitions to refine their skills.

A range of extension opportunities are offered to students through competitions, programs and excursions. Examples of these include the ICAS competitions in Mathematics, Science and Reading, the Maths Problem Solving Challenge, Di Vinci Decathlon and Reader's Cup. A newly formed extension program Gifted to the Power of 3 is held across Terms 2 – 4 in conjunction with BBC and offers selected students workshops to develop creativity and problem solving around a variety of challenges.

Technology in the Primary years includes the study of digital and design technology from Prep. In Terms 1 and 4, Prep to Year 5 students develop a SHINE (Success, Heights, Inspire, Nourish, Excellence) project that incorporates learning in Science, Technology, Engineering, the Arts and Mathematics. Learning occurs through following the design process – **Ask, Imagine, Plan, Create, Improve, Communicate.**

All classes use the Makerspace, a dedicated room devoted to design and innovation, where collaborative and individual creations are designed, tested and constructed as part of these interdisciplinary units.

## Foundational Secondary Learning: Year 7 to Year 9

In 2018 students in Years 7 to 9 engaged in learning across a range of subject disciplines. The curriculum in these year levels aimed at developing conceptual understanding and skills through a core curriculum which becomes increasingly specialized from Year 7 to Year 9. In Year 9, students chose three elective subjects according to their personal strengths and interests. The tables below provide details of the specific curriculum at each year level in 2018. The learning environment in these early years of the secondary school prioritised academic challenge, creativity, flexibility, curiosity, critical thinking and risk taking.

### YEAR 7 AND 8 CURRICULUM 2018

- English
- Mathematics
- Science
- Social Science
- Health and Physical Education
- Language: choice of Japanese, Chinese, Spanish
- Technology: rotation of Digital Technologies, Robotics, Food Technology
- Christian Education
- Drama
- Music
- Visual Art
- Personal Development

## YEAR 9 CURRICULUM 2018

- English
- Mathematics
- Science
- Social Science
- Health and Physical Education
- Language: choice of Japanese, Chinese, Spanish
- Personal Development
- Christian Education

*Choice of three electives from the subjects below*

- Drama
- Music
- Visual Art
- Digital Technologies
- Food Technology
- Contemporary Business

Planning for the new Queensland Senior Curriculum and Assessment system was at the forefront of curriculum development in 2018. Staff underwent intensive professional development and engaged in professional dialogues regarding high impact pedagogy. Assessment practices were reviewed so that they contained an increased emphasis on fostering learning for deep understanding and content retention. The Science and Mathematics departments focused on preparing students for the external exams at the end of Year 12 which will test a year's work. The lower secondary experiences provided students with a strong foundation in the lead up to 2019, with an emphasis on fostering learning for deep understanding and content retention.

In Mathematics, 'Learning Diaries' were introduced in 2018 to enhance student retention of the mathematical concepts studied. Once again, individualized learning was apparent in the different pathways available for students, ranging from foundation to standard to advanced.

The Science curriculum focused on providing students with opportunities to explore their understanding through inquiry and problem solving. Staff guided students as they navigated content, investigations and research tasks. Students were encouraged to consider multiple approaches to problem solving and remain confident in the knowledge that the path to successful learning is riddled with obstacles and challenges.

The English department focused on engaging students in learning new ways of using language. Students participated actively in their own learning, and engaged in ongoing dialogue with teachers and peers to enhance their literacy development. They interacted with texts and engaged in 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. They also studied Shakespearean works and enjoyed the opportunity to engage with the text in a live format through the energetic Shake and Stir Shakespearean productions.

In the Humanities, students extended their classroom-based learning, through activities as far ranging as participating in archaeological digs; 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 and witnessing the impacts of Fast Fashion at landfill and charity sorting facilities. Guest speakers were incorporated where possible, to provide real life connections with the curriculum. Global connections were made with Schiller School In India through Year 7 Social Science. Business students devised, marketed and sold a range of products at pop-up market stalls.

In 2018, the learning of a language other than English was compulsory for all students up to Year 9. When they entered Year 7, the girls chose the language they intended to study for the next three years. Spanish continued to be a popular choice with 83% of the 2018 Year 7 cohort choosing it. The Chinese numbers remained steady with 15% of Year 7 students selecting to study it. Language speaking competitions featured as part of the 2018 language learning program. A high proportion of students participated in a range of language speaking competitions, achieving considerable success.

The College recognises the importance of physical, mental, emotional and spiritual health in the overall development of each student. In 2018, 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's emphasis on the gradual development of physical skills and the importance of life long movement.

The Arts remained an important part of our foundational lower secondary curriculum with students in Years 7 and 8 studying Drama, Music and Visual Art. Taught by skilled specialist teachers, Drama 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 their understanding of different styles of acting. In Year 9, drama students collaborated to write, direct and perform their own Children's Theatre Play for the Primary School.

Year 7 Music 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 in Year 9 developed skills in Composition, Musicology and Performance. Visual Art students engaged with the world through the processes of critical and creative thinking, gradually moving from teacher directed technical diversification to more independently motivated specialisation.

The 2018 curriculum reflected the importance of equipping students for the future with skills in Technology. Digital Technologies, Design Technologies, Food Technology and Control Technology (Robotics) all formed part of the curriculum in Years 7 and 8. Year 9 students had the choice of specialising in Digital Technologies or Food Technology.

### Senior Secondary Learning: Year 10 to Year 12

The transition to the senior years of secondary education is characterized by a greater level of subject specialisation. The 2018 Year 10 students studied English, a Mathematics subject, Science, Christian Education, Personal Development and Health and Wellbeing. They were then required to select four elective subjects. The focus was on deep conceptual understanding and skill development through the senior years.

The 2018 Year 10 cohort experienced a range of initiatives in preparation for their Year 11/12 ATAR journey. These focused on assessment strategies and familiarity with the Cognitive Verbs foregrounded in the new Syllabus documents. These cognitions are relevant to all subject disciplines.

#### YEAR 10 ELECTIVES IN 2018

- Bodies in Motion
- Chinese
- Digital Technologies
- Drama
- English as an Additional Language Support
- Global Studies
- Historical Studies
- Japanese
- Launch into Business
- Launch into Law
- Music
- Spanish
- Visual Art

In Years 11 and 12 the opportunity to specialise increased further, with students being required to study an English subject, a Mathematics subject and four electives from the list.

#### ELECTIVE CHOICES FOR YEARS 11/12 IN 2018

- Accounting
- Ancient History
- Biological Science
- Business Management
- Chemistry
- Chinese
- Digital Solutions
- Drama
- EAL Support line
- Economics
- Geography
- Health
- Japanese
- Legal Studies
- Mathematics C
- Modern History
- Music
- Music Extension (Year 12 only)
- Physical Education
- Physics
- Spanish
- Visual Art

The Senior English curriculum once again contained a combination of the traditional and the contemporary, with literature including Shakespeare's *Hamlet* and Austen's *Pride and Prejudice* sitting alongside experiences designed to target media literacy.

Supplementing the rigorous classroom learning, were a variety of opportunities for students to enhance their burgeoning creativity and appreciation for literature. These included professional author talks and performances from the Shake and Stir Theatre Troupe. Year 12 student, Julieanne Garcia commented on the value of the performance, saying that she 'gained a greater understanding of the plot of Hamlet and the character himself ... the play focused on the similarities between Shakespeare's protagonists of Hamlet and Macbeth, I found it really interesting how both leading characters were portrayed as 'mad' through their actions and thoughts. Exploring the arguments behind Hamlet being a 'villain' or 'victim' was interesting'.

As part of the Year 12 Artist in Residence Program, Drama students worked with Brisbane artists, Michael Futcher and Helen Howard from Matrix Theatre Company, to develop a show performed in a professional theatre. Their performance of *Lord of the Flies* at La Boite Theatre was a wonderful experience for the girls and those who attended as part of the audience.



Technology students in Years 11 and 12 have continued to study emerging topics in Information Technology, developing skills across gaming, web and app design, coding, VR and project management. The Year 12 work has included the creation of a game using Python and Pygame, the creation of a website built entirely from their own code, and the development of a training video to demonstrate their understanding of mobile app development using JQuery mobile code. Learning was also enhanced in the area of Technology through experiences beyond the classroom. A group of senior Digital Technology students visited QUT's Gardens Point campus to participate in 'Myriad High'. Myriad is a Queensland organisation that brings some of the world's most innovative and entrepreneurial minds together for a three (3) day conference. Myriad High is specifically held to inspire the next generation of female technology leaders.

In Visual Art, students engaged in increasingly independently motivated work throughout the senior years. They continued to respond to topical issues such as the media, gender equality, global citizenship, personal identity, discrimination and consumerism. The quality foundation skills of traditional studio arts and an understanding of art history was fostered. These units were enriched by art workshops, guest lectures, exhibitions, competitions, incursions, a Year 11 Visual Art Retreat and the Year 12 Artist Mentor Program.

Senior Science students had access to inspirational industry and tertiary education role models in Science. Year 12 Physics students visited The Prince Charles Hospital, where they had the opportunity to see how medical imaging is utilised in real life settings, talk to radiologists and radiographers, and be educated

about career opportunities in this area. A group of senior students visited the Pharmacy Australia Centre of Excellence, where they gained insight into the dynamic health industry and interacted with professionals in the fields of Pharmaceutical Science and Research. Eighteen (18) Year 10 and 11 students spent a day at QUT engaging in workshops in areas of Thermochemistry, Rockets, Mechatronics and Bionic Arms. They also explored the CUBE building and got an overview of student life at university.

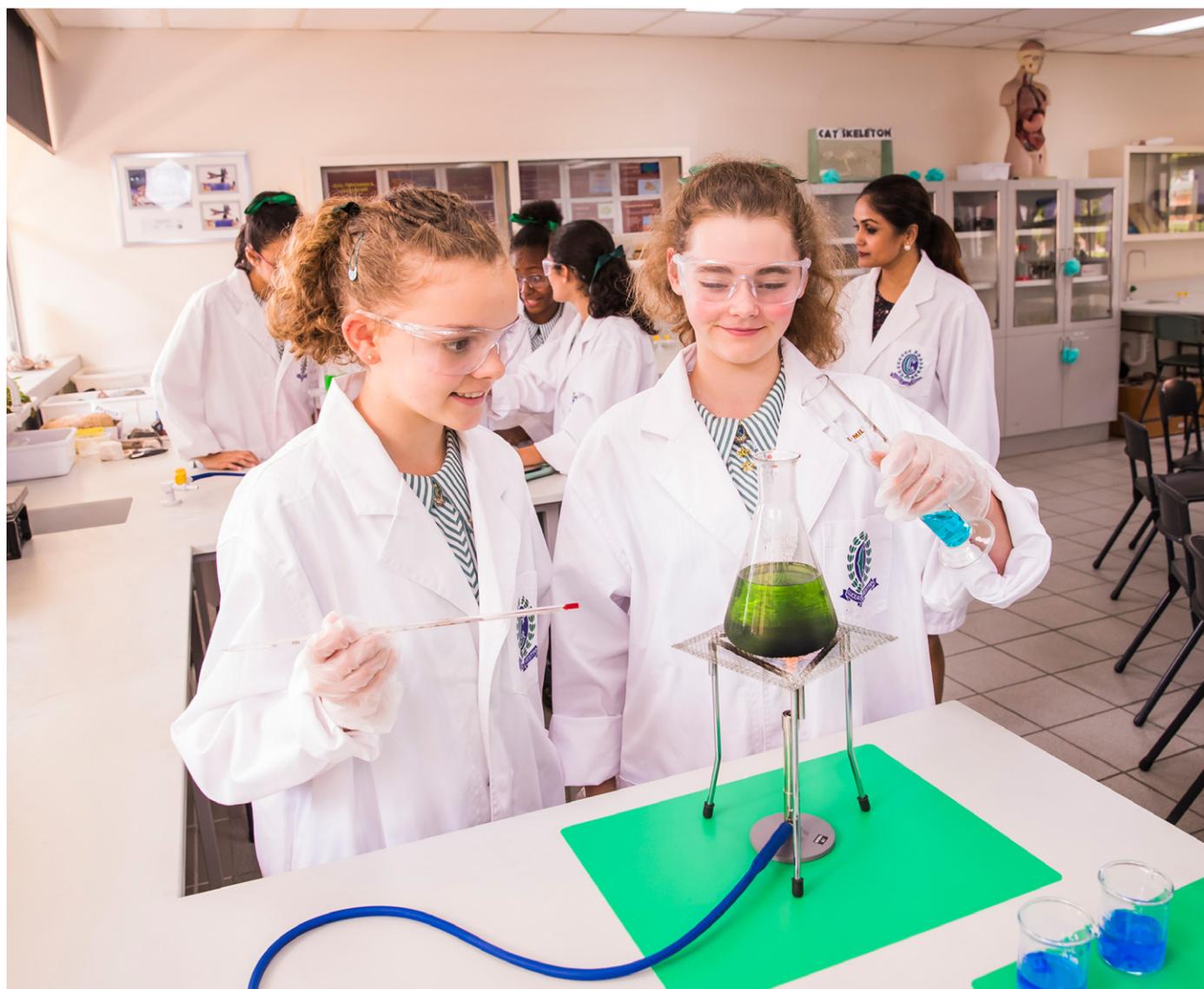
2018 saw significant change for students in Mathematics with the introduction of new textbooks, preparation for the changes in the new Senior Syllabus and the push for a growth mindset. Learning diaries featured in senior mathematical studies as well as junior, in an effort to enhance the capacity of students for deep conceptual understanding and cognitive transfer.

In 2018 Social Science students engaged with contemporary issues as they sought to increase their understandings of the world and its people. Geography students carried out a number of inquiries, such as human management of Gold Coast beaches and more locally Kedron Brook, forcing them to consider creative and innovative solutions. As part of a study into living with climate change, Year 12 Geography students were required to justify their personal stance on climate change through an innovative and interactive presentation from the perspective of a member of the Australian Youth Climate Coalition. History students acquired knowledge about significant events and reflected on the causes and consequences of these events, developing an awareness of their influence on the contemporary world and enabling them to identify parallels between past and current events and behaviour.

Studying Business subjects at Clayfield College in 2018 provided students with numerous opportunities to use the skills and subject matter learnt in the classroom, on a local, national and international platform. Year 10 Launch into Business students organised the Venture Week, themed Reduce, Reuse and Recycle, a highly suitable choice with the increased focus on sustainability. Before implementing their business idea, students conducted feasibility studies into the viability of their ideas. Products ranged from skin care products, beeswax wraps, candles, scrunchies and bath products. Prior to commencing the unit, students travelled to Eumundi Markets to conduct primary research into the process involved in setting up and running market stalls.

The students undertaking Music studies in Years 10 to 12 in 2018 engaged with advanced analysis and aural perception as well as refining their compositional techniques and performance skills in areas such as jazz, vocal music, form and design, musical theatre and film. As part of Music Week in August, students were able to work with Connor D'Netto from the Royal College of Music in London. He mentored our Senior Music students individually on their Term 3 compositions, providing them with valuable feedback. Year 12 Music Extension students have specialised in composition, musicology and performance in 2018. They showcased their final compositions, research and performance programs in September.

Many students continued to be passionate, enthusiastic and determined language learners in 2018. Languages remained strong and well supported by students and their families, with some tremendous experiences occurring during the 2018 academic year. Classroom learning was augmented by a range of external opportunities enabling students to apply their understandings..



# Specially Tailored Programs

## English as an Additional Language/Dialect

Students for whom English is an additional language received specialist English support with EALD teachers and teacher aides. Students were tested according to the NLLIA Bandscales (National Languages and Literacy Institute of Australia) to determine language competency and appropriate levels of support.

From Prep to Year 6, student support was delivered through an intensive Beginner's program, a multi-year level skills-based program, or for homogenous intermediate groups, a program that was more explicitly focused on the curriculum in the key learning areas. In 2018, EALD students were supported in small groups in withdrawal situations and/or within classes.

There were Year 7 EALD support classes in 2018. Years 8 and 9 EALD classes were combined. EALD Support was offered as an elective subject to students in Years 10 to 12. These classes developed the students' competencies in English in the skills of listening, speaking, reading and writing, and 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.

English for ESL Learners, a Senior English (OP) alternative, was offered to EALD students. This course recognises the language demands of Senior English on second language learners. Specialist teachers focused on the development of students' reading, viewing, writing and speaking skills and understandings of genre and roles and relationships within texts and text production.

## Enrichment and Extension

At the beginning of 2018, students in Years 2 -10 were tested using ACER standardised testing to assist in the identification of specific needs in terms of extension or enrichment.

Students with identified talents are extended within the classroom through differentiation in the delivery of the curriculum. In 2018, 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. Within the Primary School the range of opportunities included:

- Shine afternoons using S.T.E.A.M focus for these collaborative projects
- Targeted student ability-based tasks on Mathletics, Literacy Planet and AR reader
- Days of Excellence

- Da Vinci Decathlon
- Brainways
- ICT Extension club
- Drone club
- Code Camp
- Chess Mates
- Stem Punks
- Eco-Marine warriors

The many and varied extension opportunities in the Secondary School focused on problem solving, creative and critical thinking and, in many cases, team work. Identified students participated in the following:

- Brainways Extension programs
- Da Vinci Decathlon
- Language speaking competitions
- ANZAC Premiers Prize/ The Simpson Prize
- Artist's Mentor Program
- SELN – Secondary Environmental Leaders Network
- Titration Club
- RACI Titration Competition
- RACI Crystal Growing competition
- Conoco-Phillips Science Experience
- ASI Big Science Competition and Curious Minds Program
- National Youth Science Forum
- QUT Young Researcher's Program
- UQ Science Ambassadors Program
- A visit to PACE
- National Youth Aerospace Forum
- STEM Aviation Careers day and Young Women
- Double Helix Science Club
- STEM2Plate Club
- Science Week Activities
- Titration Club
- Mathematics ICAS
- Choose Mathematics Mentor Program
- Mathematics Team Challenge
- Mathematics Olympiad
- Various Maths tournaments
- QUT Vice-Chancellor's STEM Camp

The ACER testing, along with previous results, diagnostic testing, documentary evidence (NCCD) and health professionals' referrals, informed Learning Enrichment staff of student needs. The Enrichment 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 that interventions and adjustments delivered the best possible outcome for each student.

## Primary Enrichment

- Cracking the ABC Code – systematic phonics program
- Visualising & Verbalising – Lindamood Bell Reading Comprehension
- Before school Maths & Literacy Club
- In-class support
- Small group work
- Learning Enrichment programs

## Secondary Enrichment

- Adjustments to curriculum delivery
- Adjustments to assessment
- Differentiated assessment
- Education Perfect
- Read and Write Software
- In-class support
- Before/ after school and lunchtime tutorials
- Study Buddy – peer mentoring

## Alternative Pathways in Senior Schooling

In 2018, senior students were offered the opportunity to complete a nationally recognised vocational education qualification, ranging from a Certificate II to a Diploma. Many students took advantage of the opportunity to gain industry experience, work-ready skills and points towards their Queensland Certificate of Education (QCE). Students engaged in study across a diverse range of industries, including, Business, Sport & Recreation, Fitness, Hospitality, Hair Dressing, Agriculture, Beauty, Health Support and Criminal Justice. Qualifications were delivered by private Registered Training Organisations (RTO) or through the TAFE at School program. The completion of a Vocational Education qualification provided students with an alternate pathway to tertiary education or prepared them for the world of work. The ability of our senior program to cater to individual students' pathways, resulted in 100% of our students who applied, receiving an offer of a place in a tertiary course.

## VOCATIONAL QUALIFICATIONS COMPLETED IN 2017

Qualification	Students
Diploma	13
Certificate IV	1
Certificate III	8
Certificate II	6

## Elite Sporting Program

To alleviate the pressures on young athletes, in 2018, the College once again provided opportunities for students in Years 6 to 12, who met the requirements for entering the Elite Sporting Program, 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.



## 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 continued to be the most popular co-curricular activity offered at Clayfield College. In Years 4–12, well over 80% of students participated in at least one of the thirteen QGSSSA or ten Andrews Cup sports, or the Britton Shield for boys. Teams earned seven premierships, and the College came first in the Andrews Cup Megan Mitchell Shield for Gymnastics, first in the Andrews Cup in swimming and athletics Percentage Cups, second in the Andrews Cup cross country Percentage Cup, and third in the QGSSSA swimming Percentage Cup. This year also saw the introduction of the Britton Shield, a boys' sporting competition between like schools Ipswich Junior Grammar, Ambrose Treacy and Moreton Bay Boys College. The Clayfield boys enjoyed healthy competition across the sports of Touch Football, Soccer and Cricket, taking home the shield for both Touch Football and Soccer. Primary boys and girls also had access to four-week sport skills programs in Terms 2 and 3 run in partnership with Brisbane Roar soccer and QLD Cricket. The College had several students earn places in Metropolitan North and Queensland teams in a variety of sports. One student represented Australia in gymnastics and was team captain.

The College's Music Program is extensive and has a long history of excellence. In 2018, from Years 2–12, 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. Students had opportunities to perform both within the College Concert Program, and in competitions and community events. Students across choral, band and strings strands workshopped with experts in the musical field including Jason Noble, Ralph Hultgren, Brett Holland, Louise King, Timo Jarvela, Jackie Cooper and John Morrison. Many of our ensembles competed in the Queensland Youth Music Awards and Prestige Music Fest achieving one platinum, six gold and five silver awards. Clayfield's chamber ensembles and choirs performed at community events including St. Mark's Armistice Day Church Service, LUX Art Awards, ANZAC Day Children's Service, College Fair and the Parents and Friends Ladies Lunch. Additionally, Canzona, the premier auditioned choir, performed with the University of Queensland Choral and Symphony Orchestra in a showcase concert at QPAC of Faure's Requiem.

There were 150 Music Fest entries in 2018 with 36 students selected to perform at the Grand Concert. Thirty-six students also participated in external ensembles and programs such as the State Honours Middle School and Primary School ensembles, along with the Young Conservatorium ensembles and Queensland Youth Orchestras.

In 2018, five staff and 50 music students undertook the USA Music Tour. In New York, Washington and Los Angeles, students performed with talented local school students, workshopped with international musicians and recorded at Disneyland. The students particularly enjoyed performing with professional jazz band, Black Tie Brass, where one of our percussionists was given a memento of drum sticks by the drum kit player in the group. The students also had an opportunity to see Aladdin on Broadway and the Washington Symphony Orchestra. Overall the Music Tour was a success and students returned to the College with invaluable musical experiences and wonderful memories.

In 2018, the Debating Program formed twelve teams from Years 6–12. Training and development were the main focus this year to improve the girls' ability to counter arguments in an informed and confident manner. During the season, students entered the Secondary QDU competition, BGDA competition as well as participating in the Somerville House Great Debate. Participating in the Great Debate saw Clayfield and Somerville raise \$1179 for the Women's Legal Service. In other cultural activities, Dance Company performed at the Harmony Day Assembly as well as giving a performance for parents and friends at the end of the year. Visual Art students had the opportunity to participate in the annual Creative Generation Excellence Awards with three students in the Regional Exhibition and Awards Event, and one student receiving a Commendation Award. The annual Lux P-12 Visual Art Exhibition was also very successful as students were able to experience their own artworks, professionally photographed and curated in an exhibition space.

Intellectual challenge was also provided in a range of local competitions and events. In Secondary School this included ICAS English, Mathematics and Science competitions; ANCQ Chemistry Quiz; Mathematics Teams Challenge, Choose Maths Student Competition, various tournaments run by Brisbane schools, and the Mathematics Olympiad; the RACI Titration Competition in which one team made the national finals, Conoco-Phillips Science Experience, Rio Tinto Big Science, National Youth Science Forum, QUT Vice-Chancellor's STEM Camp and Young Researcher's Program, UQ Science Ambassador Program, Double Helix Science Club, STEM2Plate and Science Week Activities; STEM Video Game Challenge; Office of Fair Trading BuySmart competition, and the QUT Blue Shift Case Study in which our team made the finals and received a special prize for Best Team Selfie; Readers Cup; the Simpson Prize and the ANZAC Premier's Prize (one student won in 2017 and travelled to Europe in 2018) and several language competitions including Education Perfect Languages World Championships, Chinese Bridge Competition, UQ Chinese Writing Competition, the MLTAQ Gold Coast and Brisbane Speaking Competitions and the Confucius Institute Chinese Competition. In

the Chinese Bridge Competition, one Year 12 student travelled to China to represent Australia, and won the People's Choice prize, earning a year's tuition at the Chinese university of her choice.

The College offered two opportunities for study overseas: Year 10 students were invited to apply for an exchange to Trafalgar Castle School in Toronto, Canada, for a term, and Year 9 and 10 students were able to earn a place in the Cambridge Program. While we did not have any students travel to Canada in 2018, six 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 University, punting on River Cam, visits to Grantchester, Milton Keynes Theatre and Sandringham. 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 Cathedral.

In Primary School, students have the opportunity to extend themselves in a variety of ways such as Premier's Reading Challenge, Primary Literature Quiz, Reader's Cup, All Hallows Math Competition, Brainwaves events, Da Vinci Decathlon, ICT Extension Club, Public Speaking Competition, debating and STEM Horizons for High Achievers, as well as ICAS Mathematics and English competitions, and Australian Mathematics Competition. In 2018 two Primary students were awarded the ICAS Medal for English and Science. 2018 also saw the introduction of Primary Shine afternoons, a program that sees all Prep-Year 5 students involved in weekly STEAM focussed activities. There are plenty of other activities on offer in the Primary School to suit all tastes and abilities including the environmentally-minded Green Team, Art Box, Makerspace Mondays, Build a Drone, Lego and Board Game clubs. The Primary also utilises the passion and expertise of providers such as Code Camp, Chess Mates, GRIT Resilience and Bricks4kids by offering outside of school hours programs. With industry partners, STEM PUNKS, the College was showcased on the nationally broadcasted television program, the Today Show.



# 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

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. In Primary School, there are Interhouse competitions and some 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. 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. Heads of House monitor the holistic development of each student from their time of entry. 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.

## Personal Development

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. 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 service learning and the demands of senior schooling along with the development of House citizenship. Students are 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 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.

## Christian Education

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.

## Leadership

Opportunities for leadership form are an important part of preparation for life beyond schooling. In Primary School, students can work as Library Monitors, Chapel Monitors 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. 2018 saw the second year of Primary Captains. From Year 7, there are House Leaders who assist with House projects and events, students in Year 9 can apply to join the Young Leaders program and students in Year 10 can apply to be a Hearts of Clayfield ambassador. 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 and ISCF. By the time students are in Year 12 they are ready to assume responsibility jointly as leaders of the College.

In 2018, Year 12 student leaders chose “Ladies of Change” as their theme, aiming to inspire students to be “proud of themselves, proud of others and proud of the College”. The College Captains introduced “We’re proud of you” handwritten cards, distributed at Assemblies to reward small acts of kindness, pride or spirit. They enhanced connections across the school through events such as dance parties on the oval, Socks for Change Day where each year level wore one colour and were challenged to say hello to a student wearing a different colour, and through the ever-popular Lunch with the Littlies.

## Outdoor Education Program

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.

## Service Learning

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 drives such as Jeans for Genes Day, Pyjama Day and Canteen’s Bandanna Day. In 2018, the College also raised over \$4000 for Fiver for a Farmer drought relief appeal. They also assisted at community events such as the ZONTA International Women’s Day Breakfast and the Noonga Reconciliation Group National Sorry Day Ceremony. Students also spent time at Zion Aged Care conversing with residents and playing trivia. The Community Service Group focused on informing students and engaging in active service, using the themes of education, environment and equality. In the Primary School, the Green Team was involved in Adopt a Street, Clean Up Australia Day and Earth Hour initiatives and the Eco Marine ambassadors took part in the Tangalooma preservation event. Under Eights’ Day continues to support the Mater Little Miracles Foundation. Finally, there is a service trip in December each year, and in 2018 students returned for the third time to Amar Seva Sangam in India, an institution for the disabled with whom the College has developed a special relationship.

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



# Key Staff Outcomes

## Staff composition

	Full time	Part time	Total
Teacher	58	12	70
Non Teacher	30	30	60
TOTAL	88	42	130

## 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	98.5%
Diploma	60%
Certificate	5.7%

## Summary of professional development

Description of PD Activity	Number of teachers participating in activity
QCAA Curriculum Seminars	26
Other Curriculum Workshops	42
ICT	6
QCAA miscellaneous	14
ISQ	10
Leadership	15
Strategic Vision	68
Pastoral	9
Vocational Education & Training	2
Risk – Privacy and Data Breach	61
Special Needs	6
Fire Safety Training	70
Workplace Induction Training	70
Child Protection Training	70
First Aid Training	18

## Expenditure on professional development

Total number of teachers	Total expenditure of teacher PD	Average expenditure on PD per teacher
70	\$109,101	\$1581

The proportion of the teaching staff involved in Professional Development activities during 2018 was 100%. The major professional development initiatives centred on ICT, Curriculum development, Teaching and Learning 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
130	183	465	98.3%

For permanent and temporary classroom teachers, the average staff attendance rate was 98% in 2018.

## 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
64	55	86%

From the end of 2017, 86% of staff were retained for the entire 2018 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	535	4436	95.44%

The average attendance rate for the whole school as a percentage in 2018 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	22	320	4026	3706	92.05%
Prep	24	241	4392	4151	94.51%
Year 1	26	254	4758	4504	94.66%
Year 2	24	254	4392	4138	94.22%
Year 3	28	397	5124	4727	92.25%
Year 4	37	120	6771	6651	98.23%
Year 5	22	308	4026	3718	92.35%
Year 6	32	159	5856	5697	97.28%
Year 7	37	250	6771	6521	96.31%
Year 8	40	386	7320	6934	94.73%
Year 9	52	466	9516	9050	95.10%
Year 10	66	397	12078	11681	96.71%
Year 11	63	375	11529	11154	96.75%
Year 12	62	509	10726	10217	95.25%
	<b>615</b>	<b>4436</b>	<b>97285</b>	<b>92849</b>	<b>95.44%</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 Primary for any extended leave of absence.

## 2018 National Assessment Program for Literacy and Numeracy (NAPLAN)

### READING

Year 2018	Clayfield	State	National	% at or above NMS
Year 3	518	429.7	433.8	100%
Year 5	562	506.1	509	100%
Year 7	572	537.5	541.5	100%
Year 9	625	577.8	583.8	100%

### WRITING

Year 2018	Clayfield	State	National	% at or above NMS
Year 3	468	397.7	407.2	100%
Year 5	509	453.9	464.6	100%
Year 7	534	493.5	505.3	95%
Year 9	572	527	542.3	94%

### SPELLING

Year 2018	Clayfield	State	National	% at or above NMS
Year 3	470	410.9	417.8	100%
Year 5	544	496.7	502.5	100%
Year 7	582	541.9	545.2	97%
Year 9	621	580.1	583.3	98%

### GRAMMAR AND PUNCTUATION

Year 2018	Clayfield	State	National	% at or above NMS
Year 3	505	429.7	431.7	100%
Year 5	560	501.1	503.6	100%
Year 7	577	542.2	543.9	100%
Year 9	632	579.6	580.1	100%

### NUMERACY

Year 2018	Clayfield	State	National	% at or above NMS
Year 3	460	399.2	407.7	100%
Year 5	558	487.6	494.2	100%
Year 7	566	541.7	548.2	100%
Year 9	617	588.4	595.6	100%

## Apparent retention rate Year 10 to 12

	Year 10 base	Year 12	Retention rate %
Number of students	87	79	90.8

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

## Year 12 outcomes for 2018

Number of students awarded a Senior Education Profile	79
Number of students awarded a Queensland Certificate of Individual Achievement	-
Number of students who received an Overall Position (OP)	61
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	28
Number of students awarded a Queensland Certificate of Education at the end of Year 12	79
Number of students awarded an International Baccalaureate Diploma (IBD)	-
Percentage of Year 12 student who received an OP 1 – 15 or an IBD	98.4%
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 2018 Clayfield graduates performed significantly above the State.

OP Range	OP 1 - 5	OP 1 - 7	OP 1 - 10	OP 1 - 15
Clayfield College Cumulative %	38%	54%	71%	98%
State Cumulative %	22%	34%	54%	83%

## Clayfield 2018 graduates excelled in the Queensland Core Skills (QCS) Test with 67% achieving an A or B on the test.

Year	A	B	C	D	E
2018	28%	39%	27%	6%	0%

## Post-school destination information

At the time of publishing this School Annual Report, the results of the 2018 post-school destinations survey, *Next Steps – Student Destination* report for the school was not available. Information about these post-school destinations of our students will be uploaded to the school's website in September after release of the information.

# Parents & Friends Association

## The Year in Review

The year commenced with our Annual Welcome Night on the Sunday before School began for the year. This allowed our boarder parents to attend. Over 150 parents joined with senior teaching staff and the Principal to mark the beginning of the 2018 school year. Our usual events including, QCS breakfasts, the World Teacher's Day morning tea, Year 12 Mothers' Lunch and the Volunteers Thank you function, were held throughout the year.

The Clayfield Fair in August was a resounding success, with what was intended as a 'friend raiser' rather than a 'fund raiser', actually resulting in a profit. The wider community enjoyed the fantastic weather and positive atmosphere.

The Support Groups (Sport, Music, Primary and Boarder) had a very busy year organising Mothers' and Fathers' Day Stalls, a great Trivia Night and once again a very successful Race Day. In addition, the Father-Student Breakfast was held and Monday morning Tuckshops were again well managed and supported. Thank you to all involved.



# Parent, Teacher and Student Satisfaction

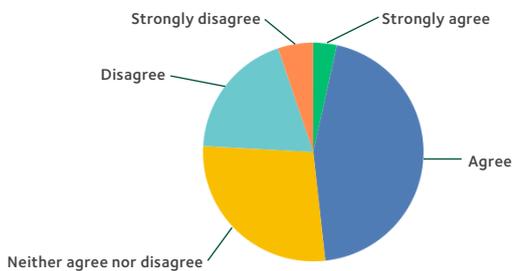
Clayfield College is proud of the strong partnerships between parents/families and the College. These partnerships are instigated and supported through the excellent work of our P&F Association, the various Support Groups and the College staff. The positive connections between home and school assist 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 experienced 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.

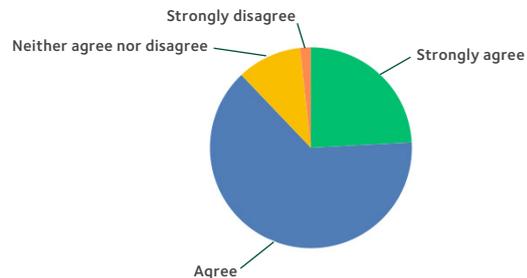
Young people learn best when they feel known and valued. Our systems are directed to ensuring that within our Christian community every student has the opportunity to excel. Parents acknowledge the underlying pastoral care within the College and the role it plays in successful learning. They have described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

A range of student surveys were completed in 2018, including Outdoor Education surveys, the ACER social emotional well-being survey, the ACU social emotional well-being survey and surveys focused on attitudes to learning. Programs were reviewed and refined on the basis of the data collected. The Year 11 cohort were targeted to determine levels of satisfaction in terms of student-teacher interactions and the general sense of efficacy students had regarding their learning. The three graphs below reveal some of these results.

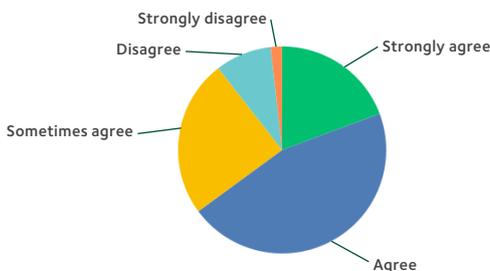
**Year 11 has become more manageable for me throughout the year.**



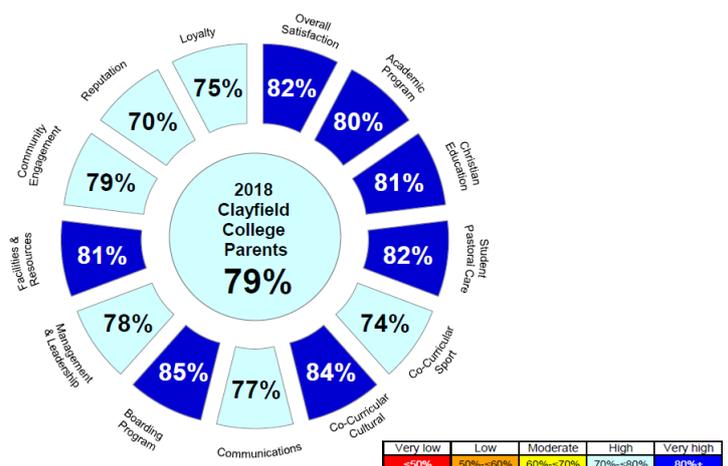
**I know that I can improve.**



**The relationships I have with my teachers allow me to learn well.**



In 2018 we surveyed our parent community to determine their level of satisfaction with the College. The graph below summarises the levels of satisfaction they reported on key areas. While we were pleased with the areas where they reported their satisfaction level was Very High we are focusing on improving the areas where levels were not in the Very High category.





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