

Annual Report

2020



Clayfield College



Let your light *shine*



Introduction

Clayfield College is a leading independent girls' secondary and co-educational primary school in Australia, providing a quality education founded on tradition and innovation.

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. Located in the beautiful inner-northern Brisbane suburb of Clayfield, only 6.5 km from the central business district, the College is well serviced by public transport. The City train network is within walking distance, and both council and private bus lines. The College is only 5 km from the domestic and international airports, as well as the Gateway Arterial Road that links the Gold Coast and the Sunshine Coast.

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 2020 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 2020)	
Students	497
Girls	435
Boys	62
Indigenous girls	24
Indigenous boys	-

Clayfield College welcomes students from all over Australia and the world.

Contents

Highlights	4
From the Chair and Principal	5
School Governance	6
Strategic Plan	13
Distinctive Curriculum Offerings	14
Extra-curricular Activities	27
Social Climate	29
Parent and Community Involvement	31
Parent, Teacher and Student Satisfaction	32
Staff	36
Student Outcomes	39
Financial Information	42
From the Chaplain	43
About the PMSA	44





At Clayfield College
our goal is to instil
in every student a
'have a go' attitude

Highlights 2020

ATAR Results

We were very proud of our girls' achievements in relation to their ATAR:

- 3.7% of ATAR candidates obtained an ATAR greater than or equal to 99.
- 29.6% of ATAR candidates obtained an ATAR greater than or equal to 95.
- 44.4% of ATAR candidates obtained an ATAR greater than or equal to 90.

The table below provides a summary of the 328 individual results achieved within subjects:

Result	% achieved
A	36
B	45
C	17
D	3

94% of students were offered their top 2 preferences.

Young Leaders

Clayfield College hosted the School Captains' Dinner at Room Three Sixty, QUT Gardens Point.

The purpose of this evening was to provide motivation and opportunity for our young leaders to network with their peers, develop new friendships and strengthen and forge beneficial partnerships between our schools while sharing their leadership vision for the year.

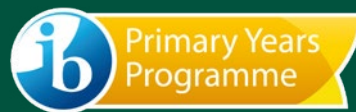


Principal's Commissioning

Dr Andrew Cousins our 7th Principal at the commissioning ceremony on 27 February.

New Head of Primary Commences

Audrey Fellowes joins the College as Head of Primary at the start of Term 2.



Primary IB/PYP Candidacy

Clayfield College is currently in its candidacy phase of the International Baccalaureate Primary Years Programme (IBPYP) and will look to complete authorisation in the coming years.

Launch of Care@Clayfield

Clayfield College introduced a new student wellbeing framework Care@Clayfield focusing on the growth and wellbeing of each individual. Respectful Relationships and Cyber Safety events held in 2020 included:

Internet Safety Education – Brett Lee

Peer Power – Michael Knight

TED-Ed Launch

TED-Ed Student celebrates 'ideas worth spreading'. Clayfield College is now part of a worldwide community of passionate people who discuss topics from science to global issues, to big, curious ideas.



Andrews Cup and QGSSSA Swimming Percentage Cup winners 2020.



Clayfield Connect Launched

The College's online teaching & learning platform for remote learning was launched and delivered remote learning to students during a COVID-19 disrupted year.

From the Chair and Principal

In 2020, Clayfield College ignited passion, created opportunity and nurtured connection.

Through our focus on learning, innovation and support, we provided a dynamic learning environment to facilitate the delivery of an outstanding education for girls and young boys.

Our College Captains Georgia Lennon and Sophia Kelly captured drive for personal excellence through their 2020 leadership vision, which encouraged every Clayfield student to 'UnLOC their purpose'. This vision provided a wonderful platform to successfully overcome the unique challenges 2020 presented and use each of them as a wonderful opportunity for learning by reflecting and drawing on the Christian values which underpin all aspects of College life.

Our goal at Clayfield College is to instil in every student a 'have a go' attitude, which encourages them take risks, learn from their mistakes and understand themselves as a learner. This goal is achieved through an educational environment where every student is known, valued and understood. This personalised approach enables all students to unlock their talents as they develop the necessary skills to successfully navigate the curriculum, school and life.

We are incredibly proud of both the personal and cohort success the class of 2020 achieved. Within the cohort, there were students who achieved 100% in the external exams for Japanese, Chinese and English; 65% of students who achieved an ATAR over 80, with a top ATAR of 99.65; and 5 students who achieved an A grade for all six subjects studied. As a cohort, they achieved significant results in subjects such as Chemistry, where 40% of the students achieved an overall result greater than 90%; or Music Extension, where 100% of students achieved a result greater

than 90%. Of the class of 2020, 94% of students were offered their top two preferences for university entry, including students who received scholarships to Bond University and Sydney University.

We recognise that a key aspect of attaining these academic results is to ensure that all students 'feel good' and 'function well'. Providing the best conditions for student learning has been a key driver in the development of the Care@Clayfield framework. This framework provides a student wellbeing framework which is developmentally appropriate, integrates a vertical and horizontal approach to student care and is underpinned by the four dimensions of health, safety, relationships and purpose. The development of this framework was supported by the Clayfield College Foundation through their Opportunities of Excellence initiative. The College Foundation, along with the P&F and Old Collegians' Association, also supported the refresh of the Assembly Hall with seating replaced, air-conditioning added and AV equipment upgraded.

In addition, during 2020, Clayfield Connect was launched to facilitate remote learning, parent teacher interviews were moved online, the College successfully became a candidate school for the International Baccalaureate Primary Years Programme (PYP), we won the swimming percentage cup for the QGSSSA and Andrews Cup carnivals and we hosted the inaugural Clayfield College TED ED Student Talks event.

During the year, there were a number of opportunities for stakeholder engagement. This engagement included the MMG Review in Years 6, 9 and 12; the ISQ School Improvement Review for the whole school; and a series of Senior Leadership Team coffee conversation

and ZOOM catch-ups. In addition, all members of the Senior Leadership underwent a 360 review to support their growth and development. This information has provided an invaluable starting point for the development of the next strategic plan for Clayfield College.

In the MMG data, parents noted 'very high' scores for seven of the 12 benchmarked areas, 'high' scores for four areas and a 'moderate' score for the remaining area with an overall score of 'very high' (80%). It also demonstrated growth against key benchmarks when compared to the previous review. What this stakeholder feedback outlined was that parents value the dedicated and caring teaching staff, the quality of staff and the sense of community. This information was also used to underpin the development of the 2021 Business Plan and was instrumental in the formation of the Building Clayfield Committee to support the Clayfield College Council in the review of the existing Master Plan.

This reflection about 2020 reinforces that at Clayfield College we have so much to be grateful for, so many things that inspire and so many successes to share. It is such an exciting time at the College as we look towards 2021 and beyond, and embark on the development of the next strategic plan which will provide the roadmap for the next five years.

Ms Sandra McCullagh
BSc, BA, MBA, GAICD
Clayfield College Council Chair

Dr Andrew Cousins
PhD, BMus, BSc, PGradDipEd,
AMusA(Piano), GAICD, MACE, MACEL
Principal

School Governance

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

The PMSA is run by a board which comprises up to 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.

Clayfield College School Council is made up of up of nine members including up to two PMSA Board members, up to six independent School Council members appointed from the school's community, and the 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 Principal and Executive are responsible for the daily operations of the school.

For more information about the School Council's roles and responsibilities, please visit clayfield.qld.edu.au/explore/governance.

The 2020 Clayfield College School Council members were:





Sandra McCullagh, Chair

MBA, BSc, BA, GAICD

Sandra joined the Clayfield College Council in August 2017, and assumed the role of Chair in November 2019. She is a past student of Clayfield College.

Sandra has an executive career spanning more than 35 years working for a global bank, ASX-listed companies and government owned-corporations, in which she regularly reported to the Board. Sandra spent 10 years working at Credit Suisse, in roles including the Head of Environment, Social and Governance (ESG) research in Australia. Sandra was the top-rated ESG analyst in Australia for several years. 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.

- Chair – Clayfield College Council (June 2020 – March 2021)
- Member – Clayfield College Council (first appointed 2017, resigned March 2021)
- Graduate – Australian Institute of Company Directors
- Trustee and director – QSuper
- Non-Executive Director – Sydney Dance Company
- Member – Queensland Government Climate Advisory Council
- Member of the Management Committee – Investor Group on Climate Change



Michael Ryall

**CA, MProfAcc, BHotMgt,
GDipAppFin, GAICD**

With more than 25 years of experience in hospitality, property and professional services in Australia, the United Kingdom and the Middle East, Michael has developed an expertise in financial management and reporting, governance, business management, strategic planning and project management.

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



Prof Sally Kift

**LLB (Hons), LLM, PFHEA,
FAAL, GAICD**

Sally, a professor in higher education with more than 30 years' experience in policy, practice, management and executive leadership, was appointed to the Clayfield College Council in 2019.

Sally has outstanding education credentials and a moral purpose as an educator to seek to assure success for all students. She is well-versed in corporate governance requirements and her contributions to higher education have been recognised by many accolades, most recently an Australian Award for University Teaching Career Achievement. With a Bachelor of Laws and Masters of Laws, Sally practised law for a number of years before turning to law teaching from 1982 to 2006. From 2007–2017, she held various senior leadership positions in universities, including as Deputy Vice-Chancellor (Academic) at James Cook University (2012 – 2017). She is currently a higher education consultant. Sally brings her legal expertise, her strong education credentials, and her ability to think strategically and exercise high-level decision-making skills to the Clayfield College Council.

- Member – Clayfield College Council (appointed 2019, resigned March 2021)
- President – Australian Learning and Teaching Fellows
- Principal fellow – Higher Education Academy
- Fellow – Australian Academy of Law
- Visiting professorial fellow – National Centre for Student Equity in Higher Education, Curtin University
- Vice chancellor's fellow – Victoria University
- Adjunct professor – James Cook University
- Adjunct professor – Queensland University of Technology
- Adjunct professor – La Trobe University
- Higher education adviser – TAFE Queensland
- Graduate – Australian Institute of Company Directors



Sharon McAvoy
GAICD, FCPA, BBus(Acc),
GradDipMan

Sharon McAvoy began her career as a Certified Practising Accountant and is now General Manager Digital Portfolio and Planning at Energy Queensland. Sharon brings to the Clayfield College Council diverse sector experience including education, local government, energy, information technology and a strong understanding of corporate governance requirements. A graduate of the Australian Institute of Company Directors, Sharon currently serves as a Non-Executive Director on the Accoras Board and is a member of their finance, audit, and risk committee. Passionate about education, Sharon also serves on a university committee and has worked in higher education for 15 years. In addition to her finance skills, she has a strong information technology background.

- Member – Clayfield College Council (appointed August 2020, resigned March 2021)
- Board member – Accoras
- Member – Finance, Audit and Risk Committee, Accoras
- Member – Regional Engagement Committee, Central Queensland University
- Previous member – Queensland State Committee, Camp Quality



Dr Vicki Waters
MSchM, BEd, DipT,
Hon DSc Macq, GAICD

Over the last two decades, Vicki has built a reputation as an exceptional leader in education globally. Leading two large prestigious girls' schools – St Margaret's Anglican Girls School in Brisbane and Pymble Ladies College in Sydney – she is much sought after as a presenter on topics such as global education, leadership, and innovation and enterprise.

Vicki has developed a strong skill set that blends her passion for education with the leadership excellence expected of a CEO of a large not-for-profit business. She specialises in transformational change and the need for organisations to continually focus beyond 'best practice' to 'next practice' across all areas of their operations. Vicki has significant board experience sitting on several university advisory boards; holding directorships on two not-for-profit boards; and more than 20 years as ex-officio CEO/Principal on independent school boards and the Association of Independent Schools NSW/ACT.

In 2019, Vicki established her own business in the education sector offering professional services for boards and educational leaders as well as establishing new schools globally. Vicki acutely understands the risks associated with child protection and working with multiple agencies to ensure the safety of a child. Her experience will be valued on the new Child Protection and Safeguarding Committee and she looks forward to the challenge of establishing roles and responsibilities and balancing the needs of the school's and the Board's duty of care.

- Member – Clayfield College Council (appointed July 2020, resigned March 2021)
- Director – The Australian Independent Schools Fund
- Graduate – Australian Institute of Company Directors
- Director – NSW Combined Independent Schools Sports Council Limited Advisory Board
- Member – SP Jain School of Global Management
- Advisory board member – Faculty of Science and Engineering, Macquarie University Advisory Board
- Member – Faculty of Education and Social Work, University of Sydney
- Member – Association of Independent Schools NSW/ACT Advisory Council
- 2018 Finalist – Non-government Principal of the Year, Australian Education Awards 2017 Winner – NSW Business Leader of the Year, NSW Business Chamber
- 2013 Finalist – Telstra Business Woman of the Year, NSW
- Honorary Doctor of Science – Macquarie University
- Member – The CEO Institute
- Member – The 20/20 Exchange
- Member – Association of Heads of Independent School Australia (AHISA)
- Member and President – Association of Heads of Independent Girls Schools NSW (AHIGS)



The governance provides the strategy and framework fostering excellence in teaching, learning and caring Christian culture



Greg Eddy

**BA, DipEd, MEd (Hons),
FAICD, FAIM, MACE**

Greg Eddy has more than 25 years of executive and board level experience, with particular experience in the education industry. He is a Board-appointed member of the PMSA Board and member of the Clayfield College Council.

Currently the Chief Executive and Master of King's College at The University of Queensland, Greg is an elected member of the University of New England Alumni Standing Committee and President of the University of Queensland Heads of Colleges' Committee.

Greg also brings previous experience as a member of The University of Queensland Academic Board, chairman of the Uniting Church in Australia (NSW Synod) Working Party Review of Ministerial Leadership, Discipleship Formation and Theological Education and former President of University Colleges Australia. Greg has a long-standing association with the Uniting Church in Queensland as well as the PMSA, having previously served on the Brisbane Boys' College Council. He is eager to once again support the PMSA's vision.

- Member – PMSA Board (first appointed November 2020, current term until 2023)
- Member – Clayfield College Council (appointed 2020)
- Fellow – Australian Institute of Company Directors
- Fellow – Australian Institute of Management
- Member – Australian College of Educators
- Honorary Fellow – Dunmore Lang College within Macquarie University
- Member – NAFSA (Association of International Educators)
- Member – Queensland College of Teachers
- Member – Australasian Association of Colleges and Halls Organisation
- Member – University Colleges Australia (UCA)
- Master and Chief Executive Officer – King's College, University of Queensland



Dr Andrew Cousins, Principal

**PhD., B.Mus., B.Sc., P.Grad.Dip.Ed.,
A.Mus.A. (Piano), GAICD, MACE, MACEL**

Dr Andrew Cousins commenced as the seventh Principal of Clayfield College in January 2020.

Dr Cousins has an outstanding reputation as an education leader. Prior to his appointment at Clayfield College, he held the positions of Deputy Principal of Presbyterian Ladies' College in Perth and Dean of Teaching and Learning and Dean of Middle Years Learning at Somerset College on the Gold Coast.

Dr Cousins is passionate about inspiring a love of lifelong learning in young people, igniting their natural curiosity, and developing them to be bold, imaginative and reflective. 'The education of the whole child and providing students with the opportunity to discover their talents have been of particular interest to me for a long time and formed the basis for my PhD in education,' Dr Cousins said.

Dr Cousins holds a Doctor of Philosophy, a Postgraduate Diploma in Education, a Bachelor of Science, and a Bachelor of Music. He is also a Graduate of the Australian Institute of Company Directors, an Associate of Music Australia (The Australian Music Examination Board) and served on the Board of Governors at Cromwell College at the University of Queensland.

He has published papers from his PhD in the Cambridge Journal of Education and the International Journal of Science Education.

Dr Cousins' strong spiritual and community values, passion for music and the sciences, together with his enthusiasm for great educational outcomes for students, align with the values and culture of Clayfield College.

- Graduate – Australian Institute of Company Directors



CLAYFIELD COLLEGE COUNCIL – MEETING ATTENDANCE 2020

Councillor	Meeting dates 2020									
	5/02	16/03	20/04	11/05	1/06	13/07	17/08	7/09	12/10	1/12
Ms S McCullagh	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Mr M Ryall	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Prof S Kift	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Dr Vicki Waters	N/A	N/A	N/A	N/A	N/A	Y	Y	Y	Y	Y
Mr G Eddy	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N
Mrs S McAvoy	N/A	N/A	N/A	N/A	N/A	N/A	N	N	Y	Y
Mrs R Kronenberg	Y	Y	Y	Y	Y	N/A	N/A	N/A	N/A	N/A
Dr B Cullen	N	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Mrs H Murray	Y	Y	Y	Y	Y	N/A	N/A	N/A	N/A	N/A
Dr Andrew Cousins	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y



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.

While this strategic focus will set our direction across the five 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.

Distinctive Curriculum Offerings

At Clayfield College, learning is at the heart of everything we do. We understand excellent learning requires a commitment to viewing each learner as an individual.

We accept that knowledge is simply no longer enough, and our learning programs seek to respond to this reality and in doing so provide the foundation for our students to be best positioned for an ever-changing 21st century workforce.

The Primary Years

Clayfield College Primary follows the Early Years Learning Framework, the Australian Curriculum, the Queensland Curriculum and Assessment Authority, and more recently the International Baccalaureate Primary Years Programme (IBPYP). The focus is to develop outstanding literacy and numeracy skills; to equip students to apply their knowledge to new situations; to be able to think more flexibly, critically and creatively; and to be knowledge producers. This occurs through a range of subject disciplines, which provide the foundation for more specialised study in the secondary years.

Clayfield College is currently in its candidacy phase of the International Baccalaureate Primary Years Programme (IBPYP) and will look to complete authorisation in the coming years. PYP is a framework which gives direction to the way in which we teach the Australian Curriculum. The Programme is designed to foster the development of the whole child, encompassing a student's social, physical, emotional, spiritual and cultural needs, as well as their academic welfare. The construction of knowledge is highly valued and learning is not a passive process of absorbing information.

Learning is a dynamic process in which students construct new ideas and concepts on the basis of current and past knowledge. Learning occurs in response to the environment in which the student is the focus of the learning experience. Our classrooms seek to focus more on the needs of the individual student in a 'hands-on' active learning environment where problem solving, questioning and open-ended, authentic tasks challenge and stimulate students' thinking skills.

International-mindedness, inquiry and conceptual learning with a strong emphasis on student agency, and making a difference in our world are embedded throughout our programs.

In Units of Inquiry (UI), which targets learning in science and social science, both student and teacher move through the 'cycle of inquiry', highlighting key areas of focus. A transdisciplinary approach entwines subject areas, giving the focus to conceptual understanding, leading to broader connections and a deeper understanding.

At the core of our learning are the IBPYP learner profiles, in which students are encouraged to strive towards positive learning qualities and behaviours.

INQUIRERS

They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

KNOWLEDGEABLE

They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

THINKERS

They exercise initiative in applying thinking skills critically and creatively to recognise and approach complex problems and make reasoned, ethical decisions.

COMMUNICATORS

They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

PRINCIPLED

They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities.

OPEN-MINDED

They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

CARING

They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

RISK-TAKERS

They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

BALANCED

They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

REFLECTIVE

They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

Differentiated learning is seen throughout our learning environment, in which every boy and girl is challenged in a way that allows them to flourish. By interrogating individual skill levels of students, we seek to deepen, broaden, extend and improve upon the knowledge and skill base of every student. Teachers look closely and adjust lesson content, process and final product for individual growth and success. The use of timely and actionable feedback and feedforward enables students to reflect on their learning and identify the next steps required to progress.

The early years to pre-prep.

Pre-prep is recognised as a year in which tremendous growth and development take place. In this formative year, students develop attitudes and knowledge that lay the foundations for the next stage in their school journey. We aim to provide a welcoming, inclusive and carefully planned environment, promoting and nurturing such development.

The collaborative relationship between parent and teacher is highly regarded at this phase of development, as many students leave their carer for the first time.

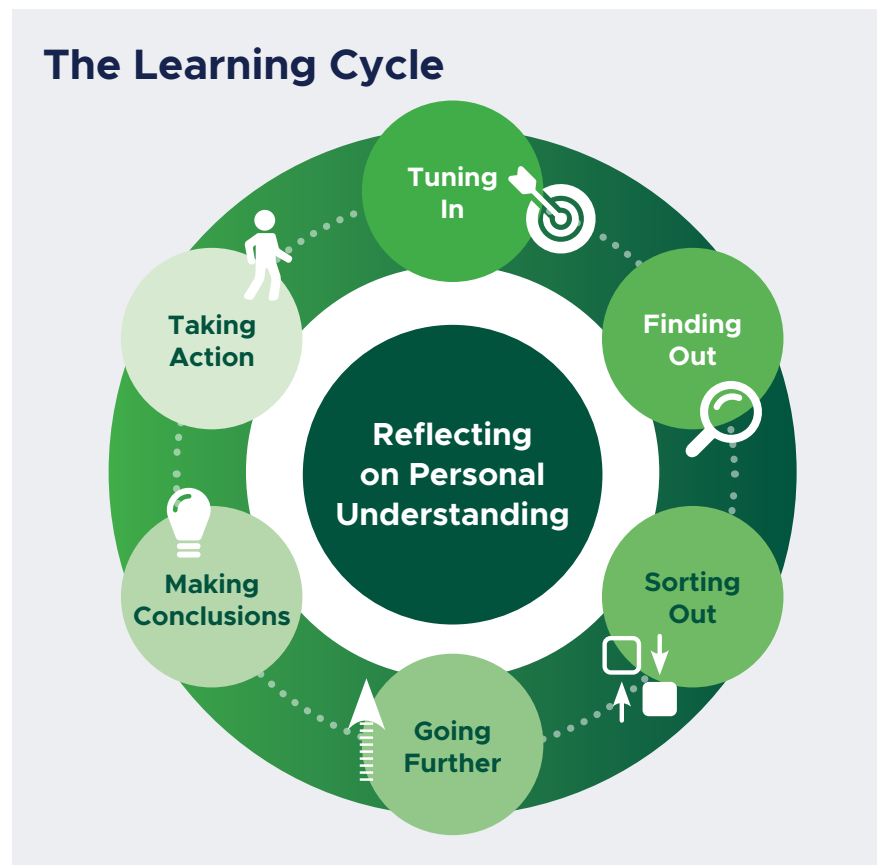
The program is predominantly play-based. This is a fundamental medium as students begin to understand their learning and find their place in the world. As we prepare students for their first formal year of school, teachers carefully weave intentional interactions into their day.

Students take part in a number of experiences on a weekly basis, as they understand their place in a school environment.

- Learn to Swim (Terms 1 and 4)
- Spanish
- Gymnastics
- Library
- Music

Prep to Year 3

The early primary years have a focused emphasis on building strong literacy and numeracy skills. Phonological awareness is fundamental for the learn-to-read process and thus students follow the Promoting Literacy Development (PLD) programme with emphasis on a synthetic phonics approach. The learning of spelling integrates active spelling strategies writers use in the construction of writing. It also includes Words their Way, which enables students to study spelling patterns and individual words. Guided reading and writing sessions on a regular basis are integrated into the morning literacy block to focus on targeted reading strategies and comprehension at each child's level of development.



In Semester 2 2020, we commenced the MiniLit and MultiLit (Meeting Initial Needs in Literacy) program into Clayfield College prep – Year 3. Developed by Macquarie University in NSW, it is an evidence-based, explicit and effective early literacy intervention program for teaching reading to students in the early years. It focuses on the five key elements of reading: phonemic awareness, phonics, fluency, comprehension and vocabulary. Small groups of students are taken out of class for intensive lessons three times per week as part of the program. Currently we have approximately 20 students in the program who are displaying marked improvements in their literacy development. Upper primary students who require assistance with their literacy follow the MacqLit Program. This targeted reading intervention program focuses on phonics and word identification to ensure skills are taught within the context of authentic reading experiences.

Numeracy development in these years builds strong foundations in the number, space and measurement areas. The Stepping Stones program ensures a sequential development of skills in each year level. Number relationships continue to be the cornerstone of the Mathematics program in these years, in which multiple opportunities for experiential learning are provided.

With a transdisciplinary approach to learning across all Key Learning Areas, Social Science and Science are taught under the umbrella of Units of Inquiry (UI). To enhance concepts across all subjects, students attend excursions and incursions throughout the year. In prep, students attend Bush School in Term 3 as part of their studies of Living Things. A hands-on experience, students explore nearby bushland area and are immersed in their environment. This Bush School learning study is a chance for students to build their creativity, curiosity and resilience in a unique environment, while bringing their knowledge back to the classroom.

Technology in the Early Years includes the study of digital and design technology in our purpose-built Maker Space and Tech Lab. Weekly lessons guide students through projects which build knowledge in STEM and develop their creativity and thinking skills. During remote learning, students learnt the skills of uploading their learning through the use of QR codes.

Daily Music lessons using the Kodaly methodology allows the 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 the Strings Program, in which students can choose from the Cello, Violin and Viola. This is later connected to the Year 5 dedicated instrumental program.



Spanish is the language taught in Pre-prep, Prep and Year 1. Students then have the choice to continue with Spanish or change to Mandarin through to Year 5. The choice in language has been welcomed favourably in Primary this year.

The addition of one Physical Education lesson per cycle this year has meant increased physical activity and greater achievement in Learn to Swim lessons. The range of educational experiences which come from participating in movement, learning new forms of movement and understanding their benefits develop skills that enable lifelong participation in physical activity.

Years 4 to 6

Literacy and numeracy remains the focus in Years 4–6 with a range of extension and support opportunities. Accelerated Reader and Literacy Planet complement the literacy program as students complete learning at their level, receiving rewards and incentives along the way. Public Speaking, Debating and Drama allow students the opportunity to extend on their English skills and further provide cross-curricular learning.

A wide range of practical and written activities in Mathematics develop knowledge, strategies and problem solving. In Years 5 and 6, the Oxford Mathematics Programme ensures that upper primary students access the curriculum at their own pace, allowing for critical intentional teaching of concepts and gradually reducing the level of responsibility from teacher to student as their understanding is developed. Mathematics provides students another platform to meet their specific needs and practice a variety of skills through alternate and engaging lessons.

Music continued to be taught through the upper primary, with the addition of Instrumental Music in Year 5. This fortnightly lesson provides students another avenue for their learning of an instrument, which began in Year 3. Year 6 students progressed to Beginner Band and choirs performed in chapel and assembly throughout the year.

Students in Years 3–6 appreciated the modification to a choice of Mandarin or Spanish at the beginning of the school year. Many took up the opportunity for a fresh beginning and have been enjoying the streaming across year groups, giving native speakers the ability to learn at their language level rather than at their class level. All students enjoyed the cultural incursion with Chinese dancing and art activities.

Students in Prep–6 enjoyed participating in the MS-Readathon, raising funds for Multiple Sclerosis initiatives while improving their reading skills. Further extension opportunities were offered to students through the ICAS competitions in Science, Mathematics and Reading, Da Vinci Decathlon and Reader's Cup.

Digital Technology and Food Technology proved to be favourites among Years 5 and 6 students as they undertook intensive studies in both subjects. Coding and website design together with the design, making and the appraisal of food continued throughout the year. Remote learning afforded all students in Years 3–6 an opportunity to engage more deeply into the Microsoft Teams platform where learning and feedback was documented. Students designed and uploaded videos for their class to openly view and share in.

The Secondary Years

Years 7 to 9 Foundational learning

In 2020, students in Years 7–9 engaged in learning across a range of subject disciplines despite disruptions due to COVID-19. Learning continued through the use of Teams and other online platforms that allowed for continued engagement with the students. The curriculum in these year levels develops conceptual understanding and skills through a core curriculum which becomes increasingly specialised from Year 7 to Year 9. In Year 9, students chose three elective subjects according to their personal strengths and interests. The table below provides details of the specific curriculum at each year level in 2020. The learning environment in these early years of the secondary school prioritised academic challenge, creativity, flexibility, curiosity, critical thinking and risk taking.

YEARS 7 AND 8 CURRICULUM 2020

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

YEAR 9 CURRICULUM 2020

- English
- Mathematics
- Science
- Social Science
- Health and Physical Education
- Personal Development
- Learning Foundations
- Christian Education

Choice of three electives from the subjects below

- Drama
- Music
- Visual Art
- Digital Technologies
- Food Technology
- EALD Support
- Contemporary Business
- Chinese
- Spanish

Our foundational secondary curriculum was refined across subject areas in response to the changed senior secondary curriculum. This involved embedding the cognitive verbs down through the year levels in a staggered approach. Assessment practices reflected the increased emphasis on fostering learning for deep understanding and content retention, with significant attention given to the critical transdisciplinary cognitions. It also adopted, at the middle years, the Instrument Specific Marking Guide used with the new curriculum at the senior years, engaging with numerical marks rather than letter grades.

The English Department focused on engaging students in learning new ways of using language. Year 7 girls benefited from regular routine practice of English skills through a variety of platforms to strengthen their knowledge of grammar, spelling, punctuation and writing. They enjoyed studying the novel *Wonder* by R.J Palacio and the accompanying film, eagerly engaging in the Adobe Spark interactive novel study developed by our Year 7 teachers.

Year 8 students explored biographical narratives about Aboriginal peoples and

examined the role of culture in shaping a sense of identity. They also studied their first Shakespearean play and enjoyed the opportunity to engage with the text in a live format through the energetic Shake and Stir live theatre productions. The Year 8 English students also had the opportunity to connect with the Prep and Year 1 students by reading picture books together. Term 3's unit of study was based on visual literacy through an analysis of picture fiction.

Year 9 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 writers, publishers and designers of their own indie magazine. Social awareness was facilitated through the inclusion of texts representing a variety of cultural perspectives, including those of particular relevance to Australia, such as Aboriginal, Torres Strait Islander and Asian groups.

In Social Science, students continued to engage with inquiry-based learning pedagogy to foster critical, creative and independent thinking. A range of classroom and beyond-the-classroom activities were chosen to foster this model of learning, in order to increase curiosity, questioning and interest. This year there was a particular focus on the collection, organisation and manipulation of data as ways of engaging with evidence, to facilitate interpretation, analysis and application of learning.

Despite a global pandemic, opportunities for learning beyond the classroom in creative ways were possible and students were lucky enough to participate in fieldwork on the liveability of Clayfield for Year 7; sampling medieval life through engagement in a Medieval Fayre for Year 8; witnessing the suffering of ANZACs via a live-streamed powerful one-person drama for Year 9; and collecting primary data on the impacts of Fast Fashion at landfill and charity sorting facilities for Year 10 Global studies.

In Mathematics, Years 7 and 8 students engaged with the Math Pathways

program. This had a strong focus on individualised learning. This allowed students to work at a level which provided challenge in conjunction with opportunities for success. Each student in Years 7 and 8 was on a personally focused pathway, which also catered for enrichment (filling the gaps) and extension. The emphasis, through fortnightly testing, was to monitor each individual's growth, achievement and effort. In Year 9, the emphasis was on building a strong foundation in the lead-up to 2021 and the introduction of a problem-solving and modelling task. Students at this level also experienced an examination covering a year's worth of content in preparation for the changed senior system. Emphasis was placed on the importance of a deep understanding of content and improved retention through the continued use of learning diaries.

In Science, lower secondary experiences were designed to build a strong foundation for the challenges of senior science subjects. Staff created challenging environments where students could take risks while feeling safe and supported. The aim was to inculcate qualities of independence and self-regulation. Students were trained in the scientific method and encouraged to build resilience and tenacity through problem solving, while feeding their creativity through practical learning. In this way, the Science Department provided a smooth and seamless transition for Year 9 students as they prepared to move into their senior years of study. As part of a focus on making science learning real, Year 9 students participated in a world-class impact workshop with SolarBuddy. The workshop covered a presentation, light-building and letter-writing activities. Through engagement in this program, students learnt how innovative design solutions can help create a more sustainable world for all people and our planet, and had the opportunity to give a gift of light that will significantly transform a child's life. Indigenous students across Years 7–9 attended the STEP2STEM University Experience Day hosted by the QUT Science and Engineering Faculty. Our girls had

the chance to meet and work with Indigenous university students, interact with STEM academics, tour university facilities and participate in interactive workshops. Year 9 students also participated in a QUT chemistry incursion workshop, where they made beautiful pieces of art using chemicals, laboratory reagents and natural dyes.

The Technology curriculum for Years 7 and 8 included Digital Technologies, Food Technology and Robotics. In 2020 it reflected the continued re-focus on equipping our students with the skills to solve problems in the world using 21st Century skills such as, problem solving (using computational thinking), collaboration (through project work) and critical thinking (debugging and evaluating their solutions). In Years 7 and 8, the purpose of Technology learning was to expose students to a range of different modules and skills, including web development, creating STEM games, programming (both text and block) and food and nutrition concepts. In Year 9, students are able to choose either Digital Technologies or Food Technology as an elective.

Students from Year 9 had exposure to broader technological experiences. These included the opportunity to attend a coding workshop at QUT which focused on driverless car technology, using the Arduino platform and the natural disasters workshop. The girls also participated in the first Australian Cyber Security School Competition. Each team had to play a series of online qualifying rounds, which challenged them to learn about networking, cyber defence and cyber security.

In 2020, Spanish continued to be a popular choice with 78% of the cohort choosing it at Year 7. The alternative language for 2020 was Chinese with 22% of the cohort selecting it. At Year 9, the strength of the programs was reflected in the high participation rate, with 77% of the cohort choosing to continue with their language studies. Language speaking competitions featured as part of the 2020 language learning program. A high proportion of students participated in a range of language speaking competitions, achieving considerable success.

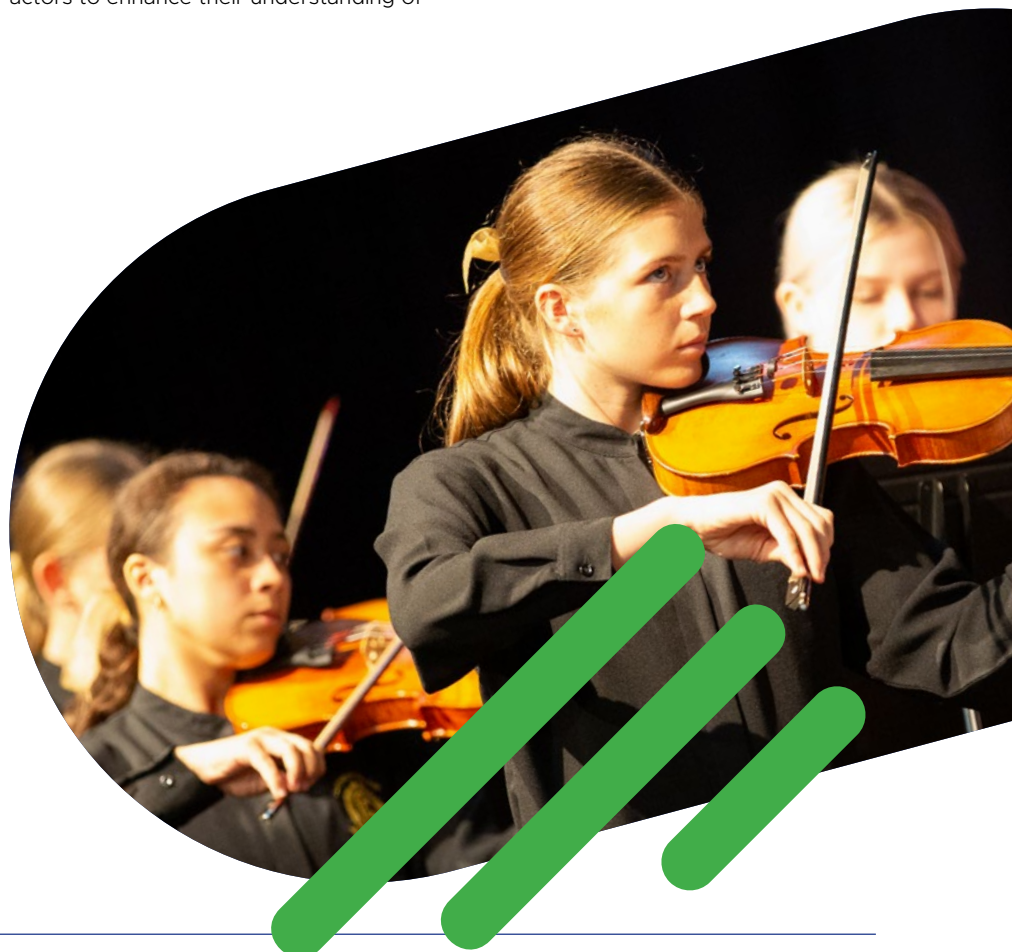
The Years 7–9 Visual Art program provided diverse opportunities for all students. The units of work have now all been redeveloped to align with the Australian Curriculum and also set up success for students in the new ATAR system. These units allow for strong links between core subjects and the arts, and draw on cultural diversity across the arts. Years 7 and 8 students worked in a more process-driven way toward technical diversification, developing foundational art skills in a wide range of media and art forms. Year 9 girls engaged with the world through an art history lens, drawing on historical art movements for inspiration. They also explored the links between visual arts and the arts industry through the creation of wearable artworks.

Drama classes aimed to advance students' skills in the performing arts. Unfortunately, due to COVID-19, additional classroom activities such as students experiencing live theatre through visits to professional performances were limited; however, opportunities to work with professional actors to enhance their understanding of

different styles of acting were possible via Zoom. In Year 9, drama students collaborated to write, direct and perform their TV drama series. They also worked together to create, direct and perform their own live children's theatre show for the primary school.

Year 7 Music engaged students in music making by applying their developing musical literacy and aural skills from the voice to both the recorder and keyboard. Students also continued to develop their compositional and performance skills throughout the year. Students are encouraged to be creative – they are able to write their own music, to be analytical and make judgements through the study of form and structure in musical works, and to problem solve through aural dictations. Year 7 music allows students to be performers both as soloists and within an ensemble. Students then study the instruments of the orchestra which leads into how they are used within a film score.

In Year 8, the foundational skills established in Year 7 were extended with more advanced music reading,





CLAYFIELD COLLEGE



writing and performing. Musicianship skills are further developed as students moved into full diatony. Students developed their theoretical knowledge, compositional skills (including arranging and improvisation), and experienced both solo and ensemble settings. Through analysis and evaluation, students identified the design elements of known repertoire to create their own musical works. Students undertook an integrated task featuring the music of composer Camille Saint-Saens.

In Year 9, music is an elective subject in which students engage with more advanced aural perception and analysis as well as refining their composition and performance skills in the areas of form, design and musical theatre. Students investigated the form of a variety of musical styles and genres, learnt the skill of improvising using musical patterns, and composed their own binary form composition using the music technology program MuseSCore. In Semester 2, students explored the world of musical theatre, which resulted in the musical revue 'Amazingly Adaptable'. Students studied the progression of the musical from stage to screen. The finished product was a highly professional production featuring solo, small group and ensemble performances.

Those students who elected to study Contemporary Business in Year 9 devised, marketed and sold a range of products at pop-up market stalls. In 2020, the theme 'Clayfield Bakery' was implemented. Students achieved fantastic results and were well able to repay their business loan.

The College recognises the importance of physical, mental, emotional and spiritual health in the overall development of each student. In 2020, 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 lifelong movement.

The modifications to the Physical Education program ensured a stronger underpinning of the Health curriculum. These changes targeted greater development of key character traits and learning dispositions, namely perseverance, grit, optimism, and determination. Through a greater focus on personal physical challenge across all year levels, students strove to find within themselves the strength needed to meet the challenges, and to thrive as a result.

Years 10–12 The senior phase of learning

The transition to the senior years of secondary education is characterised by a greater level of subject specialisation. The 2020 Year 10 students studied English, a Mathematics subject, a Science subject, a Humanities subject and three electives of choice, as well as Christian Education, Personal Development, Learning Foundations and Health and Wellbeing. The focus was on deep conceptual understanding and skill development through the senior years.

The 2020 Year 10 cohort experienced a range of initiatives in preparation for their Year 11/12 ATAR journey. These were focused on foundational conceptual knowledge, assessment strategies and familiarity with the cognitive verbs foregrounded in the new syllabus documents.

YEAR 10 ELECTIVES IN 2020

- Chinese
- Digital Technologies
- Drama
- Global Studies
- Historical Studies
- Japanese
- Business
- Legal Studies
- Music
- Physical Education
- Science: Biology/Psychology
- Science: Chemistry/Physics
- Spanish
- Visual Art
- Specialist Mathematics

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 2020

- Accounting
- Ancient History
- Biology
- Business
- Chemistry
- Chinese
- Digital Solutions
- Drama
- Economics
- Geography
- Health
- Japanese
- Legal Studies
- Specialist Mathematics
- Modern History
- Music
- Music Extension (Year 12 only)
- Physical Education
- Physics
- Psychology
- Spanish
- Visual Art
- Vocational Course

The new senior curriculum was successfully implemented, despite COVID-19 disruptions and the reduction of one senior piece of assessment. The 2020 Year 12 cohort was the first to graduate under the new QCE system and receive an ATAR. Teachers and students engaged in new units of work and assessment tasks for Units 3 and 4 and were the first to experience a full range of external examinations.

The senior English curriculum was comprehensively revised to align with the objectives of the new syllabus documents. Working within the parameters of the prescribed text list and a new suite of assessment tasks, it was ensured that the senior English program contained a combination of traditional and contemporary literature including Shakespeare's Hamlet and Miller's The Crucible.

The literature studies sat 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 targeted workshops and performances from the Shake and Stir Theatre Troupe.

The Year 10 cohort completed their first in-depth study of Shakespeare's Macbeth largely through Microsoft Teams and experienced the challenges of studying this text outside of the traditional classroom context. They read the play aloud, annotated their texts from their homes and were guided through the play by their teacher. Returning to school to perform their persuasive speech in character as a defence or prosecution lawyer was a highlight of the year.

Similarly, the Year 11 students managed to complete all four assessment types under the challenging circumstances presented by the pandemic. The teaching of the text for a public audience (IA1) task via remote learning platforms tested their resilience and writing skills. Nevertheless, the students are prepared to enter Year 12 with a clear understanding of each assessment task and a heightened awareness of areas for improvement.

The Year 12 students participated in rigorous preparation for their external exam, with numerous opportunities provided for feedback on their analytical writing. Workshops and tutorials were offered to all students to prepare them for their unseen analytical response to Shakespeare's Hamlet. The play text, Shake and Stir's production and a variety of film adaptations were utilised to provide them with a clear understanding of the play's characters, events, themes and socio-historical setting.

The Science Department saw the successful completion of the first ATAR senior assessment, with very good results across all senior science subjects. Year 10 curriculum and assessment were closely aligned with the senior syllabuses to provide a strong base for the study of senior sciences in Years 11 and 12. Opportunities were provided for students to interact with role models, particularly female role-models, who have successful Science or STEM-based careers. The guest speaker at Science Week was Dr Trish Desmarchelier OAM, who was awarded the Medal of the Order of Australia for services to Science in the field of microbiology and food safety. Dr Desmarchelier shared her remarkable STEM journey with the girls. Learning was contextualised by providing opportunities for students to engage with tertiary educational institutions and industry.

Senior science students attended a data analysis incursion presented by the University of Queensland. Year 10 students attended a STEM day at QUT, where they used engineering principles of mechatronics to construct a robot arm, which they then remotely controlled to perform various tasks. Additionally, in an exciting introduction to coding, they created an orbiting robotic solar system using Sphero robots, investigating the relationships between planet mass, orbit, orbital speed, and distance from the sun. Year 11 Biology students visited North Stradbroke Island where they experienced diverse ecosystems and had the opportunity to hear from UQ tutors and industry professionals. Select Year 11 students participated in the QUT Young Accelerators STEM Camp and Internship Research Placement. Some Year 10 students attended the ConocoPhillips Science Experience, which allowed them access to the science facilities at Griffith University, QUT and UQ. They interacted with like-minded peers and gained an overview of further study options in science, technology and engineering at these universities.



In Mathematics, Year 10 students were required to select either General Mathematics or Mathematical Methods as a core subject, in preparation for their later secondary subjects. Specialist Mathematics was offered as an elective and was well received, with 15 students taking on this challenging course. As the first cohort to complete the new senior syllabus, Year 11 Mathematics students rose to the challenge of significant change in resources, work programs and pedagogy. The assessment mirrored the summative Year 12 tasks to enable the students to receive comprehensive feedback and opportunities for learning.

Technology students in Year 10 studied units of work designed to expand and explore their understanding of how to solve digital problems, and to prepare them for the more rigorous learning they will undertake with the new ATAR requirements in Years 11 and 12. This included a detailed unit on learning how to program using Python, developing their own databases using SQLite, and creating websites using HTML, CSS and Javascript.

In 2020, the skill of analysis was further deepened and developed in the senior phase of Social Science. Senior students engaged with relevant and often complex data to continue to embed tools of transformation, manipulation and interpretation of data. Students across all four Social Science subjects were encouraged to interpret, reason and question data in contexts relevant to their study. In the first year of ATAR examinations, Social Science senior students participated in mock exams and targeted revision and practice of key skills for examination success.

Economics students investigated the dynamic and rapidly changing global and local economic landscape, while Geography students continued to utilise data, including primary data collected in the field, to investigate current social and environmental issues such as the impacts of urbanisation, growing populations and climate change. In both subjects, students sought to identify patterns, trends and relationships, and to apply knowledge and understanding to predict impacts for the future and seek creative and innovative solutions to these.

Ancient and Modern History students acquired knowledge about significant events and people through the analysis of a wide range of sources, with varying levels of reliability and usefulness. The critical evaluation of these sources of evidence allowed students to increase their tools of interpretation and analysis to gain knowledge and empathy regarding the past and its relevance to our future.

Many senior students continued their language studies with passion, enthusiasm and determination in 2020. Classroom learning was augmented by a range of opportunities enabling students to apply their understandings. These were also supported by software that improved their language capability.

Business Studies continued to be a popular subject choice with senior students. In 2020, we showcased our College to the community, running our business venture at the popular entrepreneurial location of VEND Marketplace. Feedback from the owners and members of the community was extremely positive. Students enjoyed the opportunity to put their business skills into real-life practice. Business ideas included seedlings and pots, pet bandanas and bowties, shower melts and soap and clay earrings and necklaces.

Specially Tailored Programs

English as an Additional Language/ Dialect (EALD)

Students for whom English is an additional language received specialist English support from teachers and teacher aides. For students from Prep to Year 6, support was delivered through an intensive beginner's program and a multi-year level skills-based program. For intermediate groups, this support included a program explicitly focused on the curriculum in the key learning areas. All EALD students were supported in small groups and provided with a withdrawal classroom.

The focus for all students from Prep to Year 12 was developing their competencies in English under the areas of listening, speaking, reading and writing. Support was also provided in achieving success across a number of other curriculum areas.

Enrichment and Extension

In the first term of the year, students in Years 2–10 were assessed using the ACER standardised testing tool to assist in the identification of specific learning needs. This testing, together with parent input, historical results and diagnostic testing, informed staff of student needs. For students with additional needs, Individual Educational Plans (IEPs) were developed in close partnership with families, staff and health professionals to organise achievement goals. These plans were reviewed and revised after planned meetings with all key stakeholders each term. The Learning Enrichment Programme operated across the College through the provision of specialist teachers, teacher aides, special resources and external specialists.

Meeting Initial Needs in Literacy Primary Program (MiniLit/MacqLit)

At Clayfield College we offer the MiniLit (Meeting Initial Needs in Literacy) Program. This is an evidence-based, explicit and effective early literacy intervention program for teaching reading to students in the early years. MiniLit is a small group, researched-based program that is delivered by trained staff. It focuses on the five key elements of reading: phonemic awareness, phonics, fluency, comprehension and vocabulary. Students are taken out of class for intensive lessons three times per week as part of the program. Upper primary students who require assistance with their literacy, follow the MacqLit Program.

This targeted reading intervention program focuses on phonics and word identification to ensure skills are taught within the context of authentic reading experiences.

Primary Learning Enrichment

- Cracking the ABC code
- MiniLit/Multi Lit – small group Macquarie Lit Programme for Reading (Prep-Year 3)
- Before school numeracy and literacy clubs
- Learning enrichment programs
- In-class support

Students from Pre-prep to Year 6 participate in a number of activities during Science Week in Semester 2 each year. These activities can include CSIRO Space and Fun Physics, visits by Gecko Wild Animals, excursions to the Botanical Gardens and the Bug Lady. This week is devoted to raising the awareness of science as an integral part of their learning. Numerous clubs have operated throughout the year by primary staff. These vary term to term and can include coding, craft, ball skills, Fun with French, mindfulness colouring-in, stretching and conditioning, fitness, gardening, environmental, drama, debating and dance, Art Box, Fun with Maths and STEM.

Secondary Learning Enrichment

To ensure the secondary curriculum is accessible to all, the following strategies were implemented during 2020:

- Adjustments to curriculum delivery
- Adjustments to assessment conditions (AARA)
- Differentiated assessment
- Education Perfect
- Read and write software
- In-class support
- Before/after-school and lunchtime tutorials
- One Note immersive reader
- Study Buddy – peer mentoring

In addition to a school-wide differentiation program in classes, students who were identified with talents in different subject areas were provided opportunities to develop these skills. Primary students were taken out of classes to work on passion projects in small groups. Below are examples of other extension opportunities in both primary and secondary areas of the College.

- Primary Extension
- STEM Projects
- LEGO Club
- Days of Excellence
- Brainways
- ICT Extension Club
- Da Vinci Decathlon
- Chess Mates
- Eco Marine Warriors
- AMT Maths Competition
- ICAS English, Science and Mathematics

In 2020, opportunities were also provided for secondary students to become involved in specific internal and external gifted and talented programs, including competitions, workshops, performance opportunities, tours and camps. Below are examples of extension opportunities in the Secondary areas of the College.

Secondary Extension

ACADEMIC

- Language speaking competitions
- Artist's Mentor Program
- TED Ed Student Talks
- Brainways Extension programs
- QUT Young Researcher's Program
- ANZAC Premiers Prize/The Simpson Prize
- Mathematics/English/Science ICAS
- Choose Mathematics Mentor Program
- STEM2Plate Club
- Science Week Activities
- Titration Club
- QUT Vice Chancellor's STEM Camp
- Queensland Minerals and Energy Academy Student Ambassador Program
- Beakers, Bots and Build Engineering Program
- Queensland Minerals and Energy Academy Student Mentor Program
- ANCQ Chemistry Quiz
- RACI Titration Competition
- RACI Crystal Growing Competition
- Conoco-Phillips Science Experience
- ASI Big Science Competition and Curious Minds Program
- National Youth Science Forum
- UQ Science Ambassadors Program
- National Youth Aerospace Forum
- STEM Aviation Careers Day and Young Women
- Double Helix Science Club

ENVIRONMENTAL

- Secondary Environmental Leaders Network (SELN)
- Eco Marines Challenge

Alternative Pathways in Senior Schooling

Vocational education and training programs have provided opportunities for students to engage in vocational training through personalised programs delivered both on and off campus. In 2020, senior students were offered the opportunity to complete a nationally recognised vocational education qualification, ranging from a Certificate II to a Diploma. Vocational education and training in schools provided opportunities for students to develop an understanding of the workforce, undertake training in specific industry skills and gain credit towards a nationally recognised qualification such as a Certificate or Diploma, while undertaking the Queensland Certificate of Education. Students engaged in study across a wide range of industries including Business, Screen and Media, Retail, Hospitality, Health Support Services, Beauty Services and Project Management. Courses were delivered by TAFE at School or through private training organisations (RTO). The completion of a vocational course allowed students to follow their individual pathway to tertiary study and work after finishing school. Students worked with diligence and commitment at combining vocational study with their subject demands at school.

VOCATIONAL QUALIFICATIONS COMPLETED IN 2020

Qualification	Students
Diploma	6
Certificate III	7
Certificate II	0
Certificate I	0

Elite Sporting Programme

To support our young athletes, Clayfield College operates the Elite Sports Programme (ESP). For eligibility into this programme, students need to be at either state or national representation level within their particular sport. This year, we have welcomed the youngest ESP student from Year 4. All students who participate in the program are afforded an individualised program, allowing for flexibility around their subjects and study time. In primary school, the Years 5/6 Coordinator has provided intensive support with students' organisation and learning through fortnightly meetings and individual timetables.

In the secondary school as well, each ESP student's academic and sporting needs were met through a personalised timetable. For these students, the program allowed for extensive training schedules that occur either during the school day, before and/or after school. To provide these students support with their stringent training schedules, a study line is created by removing a subject. This allocation of extra time provided these students with more time for academic requirements at school, providing more time at home for family interactions. The program has proved highly successful, with many girls receiving academic awards on top of achieving exceptional standards in state, national and international competitions.





The governance provides the strategy and framework fostering excellence in teaching, learning and caring Christian culture

Extra-curricular Activities

Music

In the strange year of 2020, the Clayfield College Music program found new and exciting ways to thrive and develop. During remote learning, ensemble members were given weekly online tasks and students were very responsive to this new style of learning. A large number of students participated in the online Clayfield College Music Festival. This Festival provides an opportunity for students to perform solo repertoire and receive valuable feedback from experienced adjudicators. These performances were shared within the school community and for the first year, students earned house points which contributed towards the perpetual House Shield, sponsored by National Music Australia.

Another remote learning outcome was the very popular rendition of 'Pie Jesu', recorded by members of the Allegria String Quartet in their private homes. Very soon after school had recommenced, students enjoyed participating in our Music Week tradition, where secondary musicians visited primary ensembles in a mentoring capacity, followed by a combined breakfast.

The Year 3 String enrichment program and Beginner Band program for Years 5 and 6 students continued to thrive.

Students in band, choral and string ensembles enjoyed performing in live concerts such as 'Opus 3' and 'Opus 4' in the refurbished Assembly Hall, along with extra lighting and sound equipment. Although audience numbers were restricted, students enjoyed having the opportunity to perform live and all performances were recorded and distributed to Clayfield families to enjoy in the comfort of their homes.

Despite restrictions, many students were involved in extension ensembles outside of Clayfield College throughout the year, including the Queensland Youth

Orchestras, Young Conservatorium, Brisbane Grammar Music Festival and the State Honours Ensemble Program across all three strands of primary years, middle years and secondary years. These programs are beneficial in developing technical and ensemble skills and they provide a platform to form friendships with musicians from other schools within Queensland. Clayfield College string examinations have been a new initiative and many students have taken the opportunity to participate. Others have undertaken AMEB exams throughout the year.

The year concluded with an amazing showcase of musicians in multiple events including the primary music celebration assembly, primary celebration of learning, both secondary speech nights and the Year 12 graduation assembly. The highlight of the year was the performance of 'Gabriel's Oboe' performed by Choral, Band and String students, featuring soloists on Viola and Cello.

Visual Art

In other cultural activities, Visual Art students had the opportunity to participate in the annual Creative Generation Excellence Awards and the Lux P-12 Visual Art Exhibition. The exhibition was up but we did not have an opening due to COVID-19 restrictions. Students in both the Creative Generation and LUX Exhibition still received a catalogue with their work printed in it.

Debating

COVID-19 provided many challenges to the debating program, though we had a successful start before the lockdown. At the beginning of the year, Clayfield began with seven teams consisting of students in Years 8-12. The Year 8 debating team was the only team that managed to debate in 2020 and recorded a win before the QDU had to cease all debates. Once the lockdown eased a little, the Senior A team, which



consisted of Year 11 and 12 students, debated in the QDU min competition which was very beneficial for the Year 11 students. One of the Senior A debaters represented Queensland as captain of the team at the Australian Schools Debating Competition.

Sport

Our Sport Department encourages all students to participate in the sports program and ensures that high-quality coaching is offered to all students and that their participation in sport is a positive experience.

Secondary sport at Clayfield College yielded first in the Percentage Cup in Queensland Girls Secondary School Sport Association (QGSSSA) swimming and third in the Percentage Cup for QGSSSA athletics, even with the absence of spectators at both events. In the beginning of 2020, the summer opens/senior teams were given the opportunity to work with trained sports psychologists with the help of the Sports Support Group. This helped students develop their capacity to work as a united team to optimise their performance on the field/court. Even during the state lockdown, the girls stayed active through daily exercise activities shared on social media and weekly online strength and conditioning sessions.

Despite a challenging year for sport in the midst of COVID-19, Clayfield College achieved some outstanding results in the primary school. Andrews Cup teams were very successful. Two of the Andrews Cup core sports were contested, with the College winning the Andrews Cup swimming Percentage Cup early in the year. The Andrews Cup cross country was unable to go ahead, but later in the year restrictions lifted enough and the Andrews Cup athletics competition was given the all-clear to proceed, albeit with a reduced number of students and events and strict hygiene and social distancing controls in place. The Andrews Cup competition was the first main competition back at QSAC since March, and so was observed with scrutiny by the Queensland Health Department. Due to the changes and challenges experienced, the athletics Percentage Cup was not awarded and therefore Clayfield retained the trophy for another year. There were many outstanding individual results on the day.

The Andrews Cup netball carnival was rescheduled from July to mid-September and relocated from Toowoomba back to Brisbane. Despite a very short preparation period, the girls were very excited to be back running around a court and spending some active time together. All teams are to be commended on their enthusiasm, resilience, and efforts on the day. In November, with yet another curtailed format, the Andrews Cup gymnastics competition was held. The College B, C1 and C2 gymnastics teams won their competition, with the A and D1 teams coming second – the A team by only 0.1 of a point.

In 2020, due to COVID-19 restrictions, Clayfield did not compete in the following Andrews Cup sports: cross country, football, cricket, tennis or touch football. The Megan Mitchell Shield for gymnastics was also cancelled.

Boys enjoyed the healthy competition involved in the Britton Shield soccer and cricket, early and later in the year respectively, and all boys and girls Prep to Year 4 had access to the Sporting Skills program, which ran for four weeks in both Terms 3 and 4. These

Friday afternoon programs were run in partnership with Brisbane Roar soccer and AFL Queensland.

Academic

In the secondary school, students were able to extend their academic interests and be challenged intellectually in a variety of opportunities beyond the classroom.

TED-Ed was a new initiative launched in 2020 for girls wanting to develop their public speaking skills. Eleven students in Years 8, 9 and 10 prepared and presented their talks TED Talk-style to an audience. These were video-recorded and one student was invited by TED-Ed to have her presentation showcased on their website.

Ten students attended a STEM day at the Queensland University of Technology (QUT). Year 11 biology students visited North Stradbroke Island, where they experienced a variety of ecosystems and had the opportunity to hear from industry professionals. Select Year 11 students participated in the QUT Young Accelerators STEM Camp and internship research placement. Year 9 students participated in the Solar Buddy project, where they assembled solar light kits to be sent to children living in energy poverty, enabling them to study after dusk and improve their educational outcomes. Indigenous students across Years 7 to 9 attended the STEP2STEM University Experience Day at QUT, where they had the chance to meet and work with Indigenous university students, network with STEM academics, tour university facilities and participate in interactive workshops. Year 9 students participated in a QUT chemistry incursion workshop, where they made beautiful pieces of art using chemicals, laboratory reagents and natural dyes. Some Year 10 students attended the ConocoPhillips Science Experience, which allowed them access to the science facilities at Griffith University, QUT and UQ. They interacted with like-minded peers and gained an overview of further study options in science, technology and engineering at these universities.

She Can STEM allowed opportunities for students to engage with STEM outside the classroom. They engaged in STEM competitions and were involved in a number of fun workshops.

One of our five teams made it through to the RACI National Titration Competition.

Ignite Science catered to Years 4–6 students. Senior girls prepared enjoyable, hands-on science activities for the upper primary students to motivate and extend their interest in science.

The Green Team continued to engage girls in caring for the environment and projects around the school and two students were members of the Student Environment Network run by Brisbane City Council.

In the primary school, students have many opportunities to enhance their academic studies. This year we welcomed the introduction of a student representative council. The council is comprised of students from Years 1–6 who are the voice of the student body. Students also had the opportunity to join the Green Team. This group caters for children from Years 1–6 who have a passion for caring for the environment. Four Year 6 students were appointed to the position of Tangalooma EcoMarines and networked with other schools to identify challenges impacting our local community. Lunchtime clubs also provided a range of experiences for the students to develop creativity, critical thinking and problem-solving skills. Each term, club offerings change to include tinkering, needlecraft, mindful colouring, Tech Explorers, Fun with Maths, reading, Ignite Science, drama, Lego, art and origami.

External providers such as Chess Mates and Code Camp offered programs outside of school hours to enable students to pursue their interests beyond the classroom.



Social Climate

Clayfield College focuses on the social and emotional well-being of each student.

Pastoral Care

Pastoral Care at Clayfield College in 2020 underwent significant changes despite the year being disrupted owing to the COVID-19 pandemic. Having identified a number of key focal areas, the most important being online safety, respectful relationships and wellness, the Pastoral Care team worked with external expert providers to enhance the programs we offered in these areas. Feedback in response to these presentations was overwhelmingly positive with the majority of students indicating that they would change their behaviour as a result of what they learned.

Throughout Semester 2 of 2020, the Heads of House and Deputy Principal worked collaboratively to develop a new wellbeing framework, Care@Clayfield. The structure of this framework was

established by the end of the year with the addition of year-level hubs to the already strong House hubs. Information sessions for parents regarding these changes were well received, and the staffing requirements were finalised by the end of the year. House Leaders have replaced Heads of House as the leaders of the House system, which focuses on connection and belonging. Heads of Year have taken over the primary pastoral care role with a focus on data-informed personalisation of care and learning.

Christian Education

In January, our Chapel Captains and ISCF Leader attended a Christian leadership camp for student leaders run by Lutheran Youth Queensland.

During the COVID-19 lockdown, students prepared elements for weekly video chapel services for both the primary

and secondary school. These were then put together as a short chapel service video for students to view in their usually chapel time. Christian Education lessons were conducted via Teams and this maintained regular engagement with students and made some connections with faith in the home.

Some of our secondary girls participated in the two combined PMSA schools ISCF events. The volleyball social event was hosted by our ISCF students and was organised at our sports centre and, although held under COVID-19 restrictions, was a very successful evening. A reboot of our lunchtime ISCF group following lockdown proved very successful, and despite a term without any activities, this group doubled in number to around 30 students attending regularly.

Service Learning

There were fewer opportunities to serve others practically outside of the College community due to COVID-19 restrictions. The Houses again raised money to support their various charities, including Drought Angels, Friends with Dignity and the Queensland Children's Hospital. The Clayfield College community captains and Executive ran their annual fundraisers for Jean for Genes Day, Pyjama Day and Canteen.

Senior school students served younger students through the Peer Mentoring program, offering academic tutoring after school to those wanting academic assistance.

Personal Development

A 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 essential 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 cyber safety, 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 issues covered are safe driving, legal responsibilities, financial literacy and ways to celebrate safely.

Child Protection Commitment

The College recognises that protecting students from harm and the risk of harm is fundamental to maximising their personal and academic potential. For this reason, the welfare and best interest of our students will always be a primary consideration. Clayfield College supports the rights of children and young people and is committed to ensure the safety, welfare and wellbeing of students. Clayfield College is therefore committed to responding to allegations of student harm resulting from the conduct or actions of any person including that of employees. This commitment includes the provision of a safe and supportive living and learning environment for all students and requires all employees, volunteers and visitors to model and encourage behaviour that upholds the dignity and protection of students from harm. In support of this commitment, Clayfield College is dedicated to our PMSA Child Protection Risk Management Strategy – 2019 which includes having relevant policies, procedures and training in place to effectively address the safety and wellbeing of students in our care.



Parent and Community Involvement

Parents and Friends Association

The Clayfield College Parents and Friends Association (P&F) is an essential and active member of the College community, supporting the College through fundraising and social events. There are four support groups and one permanent sub-committee under the umbrella of the P&F Association. These are the Debating Sub-committee, Sports Support Group, the Primary School Support Group (formally Junior Support), the Music Support Group and the Boarder Parents' Support Group.

The P&F Executive is elected annually at the AGM held in November. The P&F organises social functions, such as welcome drinks, to enable parents to meet and enjoy each other's company and also runs many other events throughout the year. These activities serve the dual purpose of raising valuable funds for the College for the benefit of all the students, as well as providing an avenue for bringing the community together. The P&F welcomes and encourages members of the community to volunteer their time and efforts to be part of the P&F and its support groups.

Old Collegians' Association

Since its inception, the Clayfield College Old Collegians' Association (CCOCA) has been an active member of the College community and it continues its valuable role within the life of Clayfield College, binding members together and maintaining continuity.

The CCOCA encourages past students – both boys and girls – to maintain their connection with the College community and keeps them informed of current College activities. It allows past students to foster ongoing friendships and fellowship within its membership.

Established by past principal Miss Nancy Ashburn in 1941, the association now aims to:

- communicate with all past students about College activities.
- provide a strong network among past students of Clayfield College.
- promote and uphold the valuables and history of Clayfield College.
- fundraise and support the College to further advance facilities for current students and future generations.
- encourage interest and involvement from past students in the life, activities and progress of Clayfield College.

The Clayfield College Foundation

The Clayfield College Foundation plays a vital role in generating philanthropic support to ensure Clayfield College girls and young boys have access to outstanding facilities and exceptional teaching.

Our day-to-day work is supported by the College Foundation Manager. The Clayfield College Foundation plays a vital role to generate philanthropic support to ensure Clayfield College girls and young boys have access to outstanding facilities and exceptional teaching. Past philanthropy has helped to support the following projects for our girls and young boys:

- Ida Kennedy Physical Education Centre
- Carolyn Hauff Boarding House
- The prep centre
- The swimming pool redevelopment
- Food and robotics technology
- Primary school building
- Nancy Ashburn Library Resource Centre
- Opportunities for Excellence
- Upgrade of primary and secondary technology and innovation hubs.



Parent, Teacher and Student Satisfaction

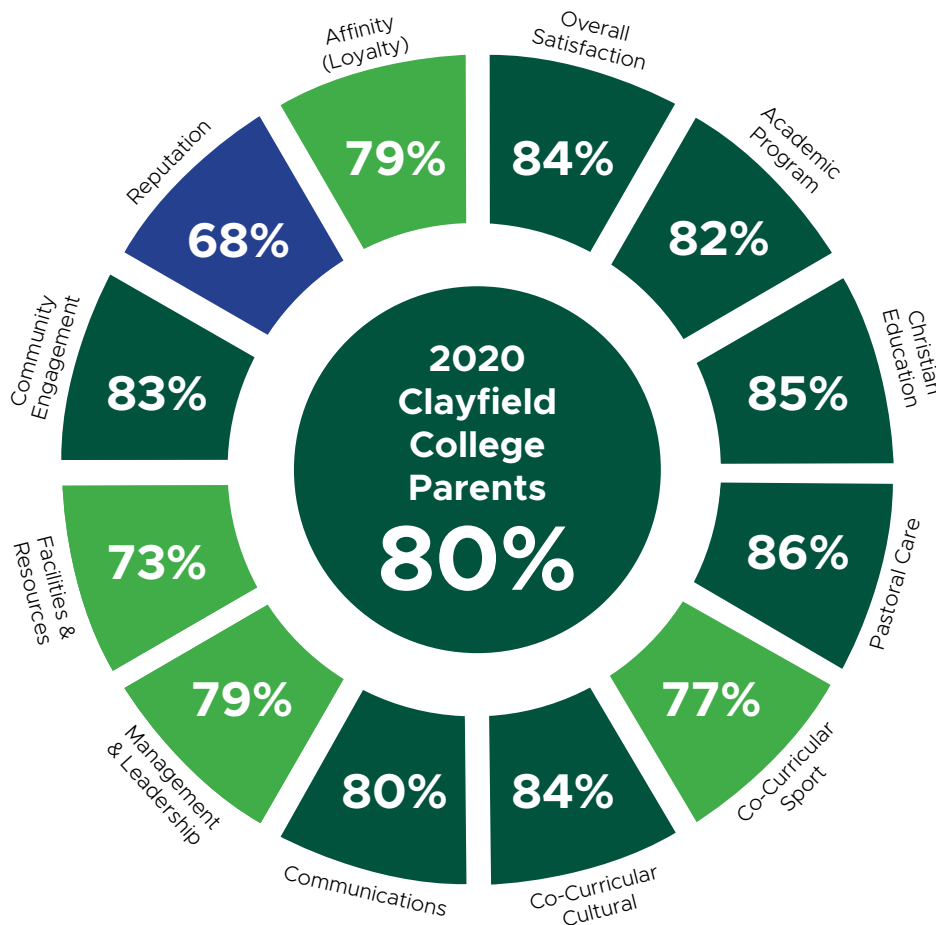
In 2020, Clayfield College commissioned MMG, a leading provider of school stakeholder engagement and research, to undertake an independent, confidential 'experience' survey of school parents (Years 6/9/12) and students (Years 9/12). As incoming Clayfield College Principal, Dr Cousins engaged MMG to undertake a baseline survey to inform operational planning in 2020 and strategic planning for 2022 and beyond.

The surveys were extensive and covered in excess of 300 aspects in relation to education at the College.

Overview of Key Areas

The 'MMG wheel' below reflects the average scores for Years 6/9/12 parents across key areas.

Parents noted 'very high' scores for seven of the 12 areas, 'high' scores for four areas and a 'moderate' score for the remaining area. The overall score is 'very high' (80%).

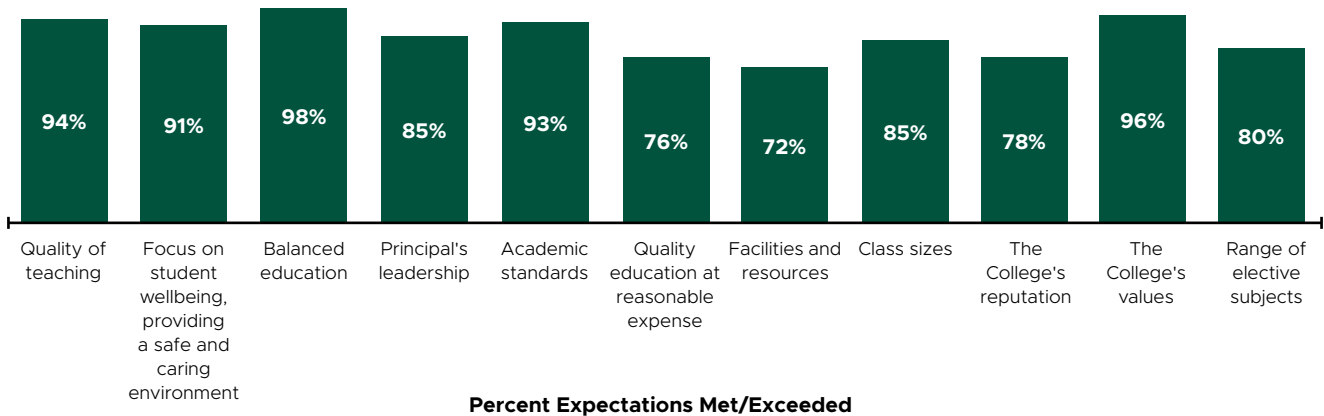


Very Low	Low	Moderate	High	Very high
<50%	50%–<60%	60%–<70%	70%–<80%	80%+

Expectations Met or Exceeded

The following charts detail the percentage of parents who noted their expectations had been met or exceeded across key areas, ranked in order of the importance they placed on these same areas when choosing the school for their children. For example, 94% of parents noted their expectations had been met or exceeded for 'quality of teaching' – the noted most important area.

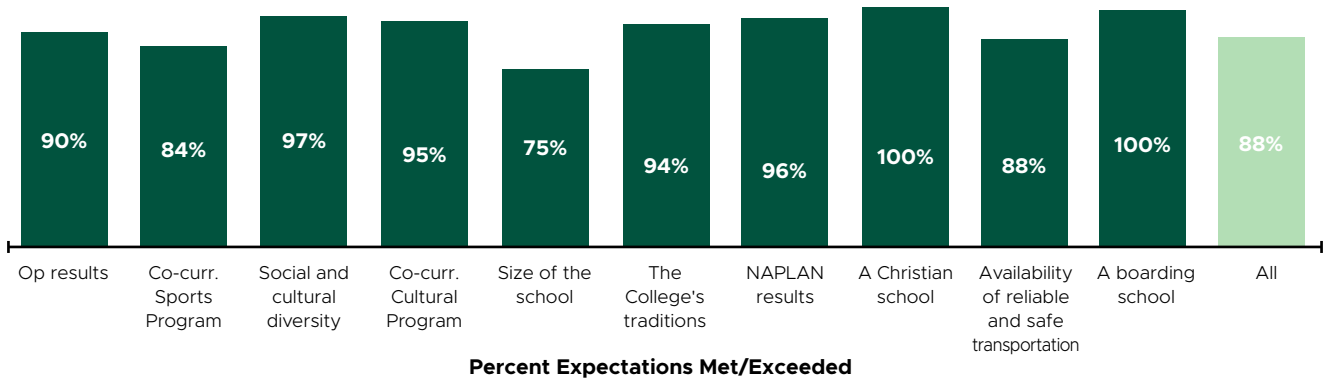
2020 Clayfield College Parents – Expectations Met/Exceeded – First 11



Expectations Met/Exceeded for Top Five Most Important Areas

1. 94% of parents' expectations were met or exceeded in relation to the quality of teaching
2. 91% of parents' expectations were met or exceeded in relation to the focus on student wellbeing
3. 98% of parents' expectations were met or exceeded in relation to the balanced education
4. 85% of parents' expectations were met or exceeded in relation to the Principal's leadership
5. 93% of parents' expectations were met or exceeded in relation to the academic standards

2020 Clayfield College Parents – Expectations Met/Exceeded – Next 10

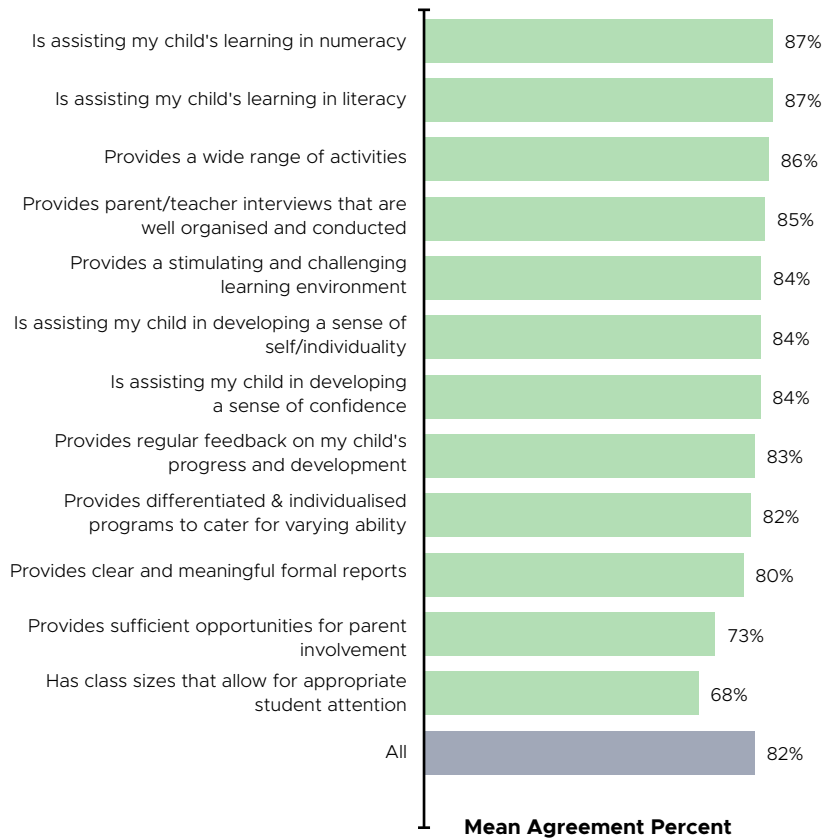


Academic Program

The following charts show parents' level of agreement with statements relating to the academic program at the College. The overall mean agreement score for Year 6 parents is 'very high' (82%).

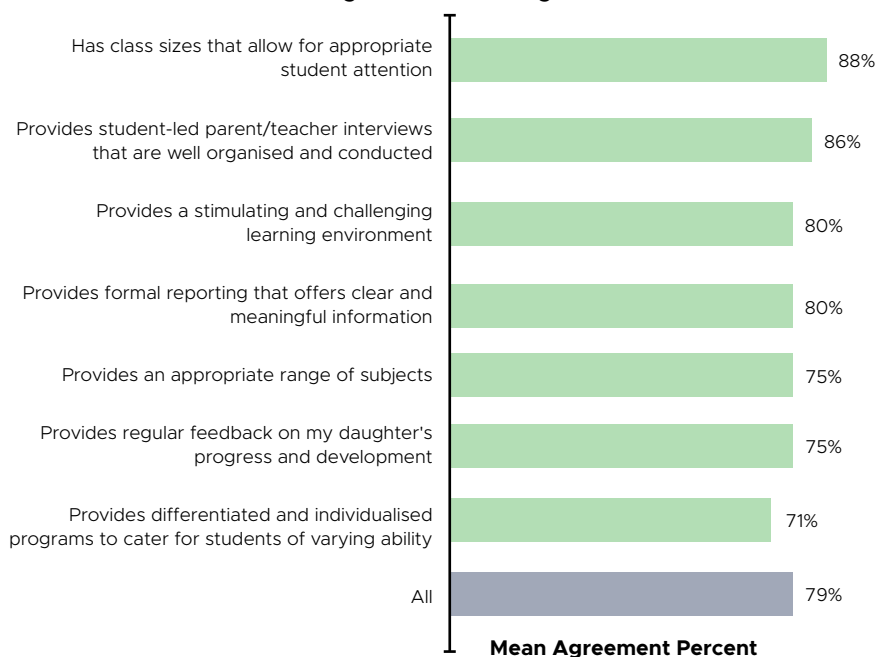
2020 Clayfield College Year 6 Parents – Agreement with Statements Relating to the College's Academic Program

The College's Academic Program...



The overall mean agreement score for Years 9/12 parents is 'high' (79%).

2020 Clayfield College Years 9/12 Parents – Agreement with Statements Relating to the College's Academic Program
The College's Academic Program...



Open Responses

Parents also provided valuable 'open responses' on a number of areas. These responses added greatly to the value of the review. In response to the question about what parents valued most about Clayfield College, the top five areas noted by parents are detailed below.

2020 Clayfield College Years 6, 9 & 12 Parents – What do you value most about your association with the College?	
TOP 5	
Dedicated and caring teaching staff	
Sense of community	
Safe and supportive environment for students	
Small size of the school	
Quality of staff	

Staff

Staff Composition

	FULL TIME	PART TIME	TOTAL
Teacher	44	19	63
Non-teacher	26	36	62
TOTAL	70	55	125

Qualifications of all Teachers

QUALIFICATION	Percentage of classroom teachers and school leaders at the school who hold this qualification
Doctorate or higher	2.9%
Masters	20.3%
Bachelor degree	98.6%
Diploma	56.5%
Certificate	5.8%

Teacher Participation in Professional Development

Description of professional development activity	Number of teachers participating in activity
QCAA curriculum seminar/webinar	27
QCAA confirmation/assessment	16
QCAA marker training	8
Other curriculum workshops	18
ISQ	6
IB – Primary Years Program (PYP)	10
Pastoral	5
Vocational education and training	1
Special needs	3
First aid training	18
Fire safety training	63
Workplace induction training	63
Child protection training	63



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Expenditure on Professional Development

Total number of teachers	Total expenditure of teacher professional development	Average expenditure on professional development per teacher
63	\$26,999	\$428

The proportion of the teaching staff involved in professional development activities during 2020 was 100%. The major professional development initiatives centred on curriculum development, the IB – Primary Years Program (PYP) and leadership development. The College also ran in-house professional development activities.

Staff Attendance for the School, Based on Unplanned Absences of Sick and Emergency Leave Periods of up to Five Days

Number of staff	Number of school days	Total days staff absences	Average staff attendance rate
125	180	608	97.3%

For permanent and temporary classroom teachers, the average staff attendance rate was 97.3% in 2020.

Teaching Staff Retention

Number of permanent teaching staff at end of previous year	Number of permanent teaching staff at end of following year	Retention rate
76	63	82.9%

From the end of 2019, 82.9% of staff were retained for the entire 2020 school year.



Student Outcomes

Average Student Attendance Rate

Number of school days in program year	Average number of all students	Total number of all student absences	Average attendance
180	501	3,688	95.91%

Average Student Attendance Rate for Each Year Level

Average number of students in each year level	Total number of all student absences	Number of possible days attendance	Total attendance	Average attendance rate %	
Year level					
Pre-prep	16	173	2,923	2,750	94.08%
Prep	24	169	4,285	4,116	96.06%
1	19	101	3,483	3,382	97.10%
2	22	71	4,011	3,940	98.23%
3	26	169	4,686	4,517	96.39%
4	31	151	5,522	5,371	97.27%
5	30	120	5,437	5,317	97.79%
6	27	225	4,772	4,547	95.28%
7	50	409	8,945	8,536	95.43%
8	37	380	6,613	6,233	94.25%
9	36	294	6,482	6,188	95.46%
10	55	523	9,877	9,354	94.70%
11	68	547	12,212	11,665	95.52%
12	61	356	10,970	10,614	96.75%
	501	3,688	90,218	86,530	95.91%
Number of days in school year		180			

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 Principal for any extended leave of absence.

NAPLAN Results

Due to the COVID-19 pandemic, NAPLAN testing did not occur in 2020.

Apparent Retention Rate Years 10–12

	Year 10 base	Year 12	Retention rate %
Number of students	59	61	103.3%

Year 12 student enrolment as a percentage of the Year 10 cohort is 98%.

Year 12 Results

Number of students awarded a senior education profile	61
Number of students awarded a Queensland Certificate of Individual Achievement	–
Number of students who received an ATAR	58
Number of students who are completing or completed a school-based apprenticeship or traineeship (SAT)	3
Number of students awarded one or more vocational education and training (VET) qualifications	12
Number of students awarded a Queensland Certificate of Education at the end of Year 12	59
Number of students awarded an International Baccalaureate Diploma (IBD)	–
Percentage of Year 12 student who received an ATAR or an IBD	95%
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	97%

The 2020 Clayfield Graduates Performed Significantly Above the State

OP range	ATAR 95+	ATAR 90+	ATAR 80+	ATAR 60+
Clayfield College cumulative	30%	44%	65%	96%
State cumulative	12%	24%	47%	83%

Post-school Destination Information

Institution	Students
Australian Catholic University	4
Griffith University	8
James Cook University	1
Queensland University of Technology	17
The University of Queensland	18
University of the Sunshine Coast	1

Study Area	Students
Architecture and building	3
Creative arts	4
Education	1
Engineering	5
Health	14
Management and commerce	9
Natural and physical sciences	1
Society and culture	12



2020 ATAR Results

In the 2020 Clayfield College cohort, there were:

- 61 Students
- 2 ATAR Ineligible students
- 1 student did not achieve an ATAR due to not passing English

We were very proud of our girls' achievements in relation to their ATAR:

- 3.7% of ATAR candidates obtained an ATAR greater than or equal to 99
- 29.6% of ATAR candidates obtained an ATAR greater than or equal to 95
- 44.4% of ATAR candidates obtained an ATAR greater than or equal to 90
- 64.8% of ATAR candidates obtained an ATAR greater than or equal to 80
- Highest ATAR 99.65
- Median ATAR of 87.2

The table below provides a summary of the 328 individual results achieved within subjects:

Result	% achieved
A	36
B	45
C	17
D	3

Financial Information

Clayfield College operates independently and the School Council, Principal and Director of Corporate Services manage the school's financial accounts, budget and performance. Clayfield College has independent income, bank accounts, expenditure, and targets. These are separate and distinct from the other PMSA schools.

All income that Clayfield College receives from fees, donations, government grants and any other sources is used entirely to operate and develop Clayfield College. No funds are shared, cross-subsidised or transferred between any PMSA schools.

Although operated independently, Clayfield College is owned by the PMSA and is a part of a single legal entity which is the PMSA. As a part of the PMSA Group, Clayfield College's financial accounts and financial statements are prepared by the school's Director of Corporate Services, and presented

to and ratified by the PMSA's Audit, Finance and Risk Committee. The financial statements are independently audited by KPMG and then consolidated into the PMSA Group special purpose financial statements.

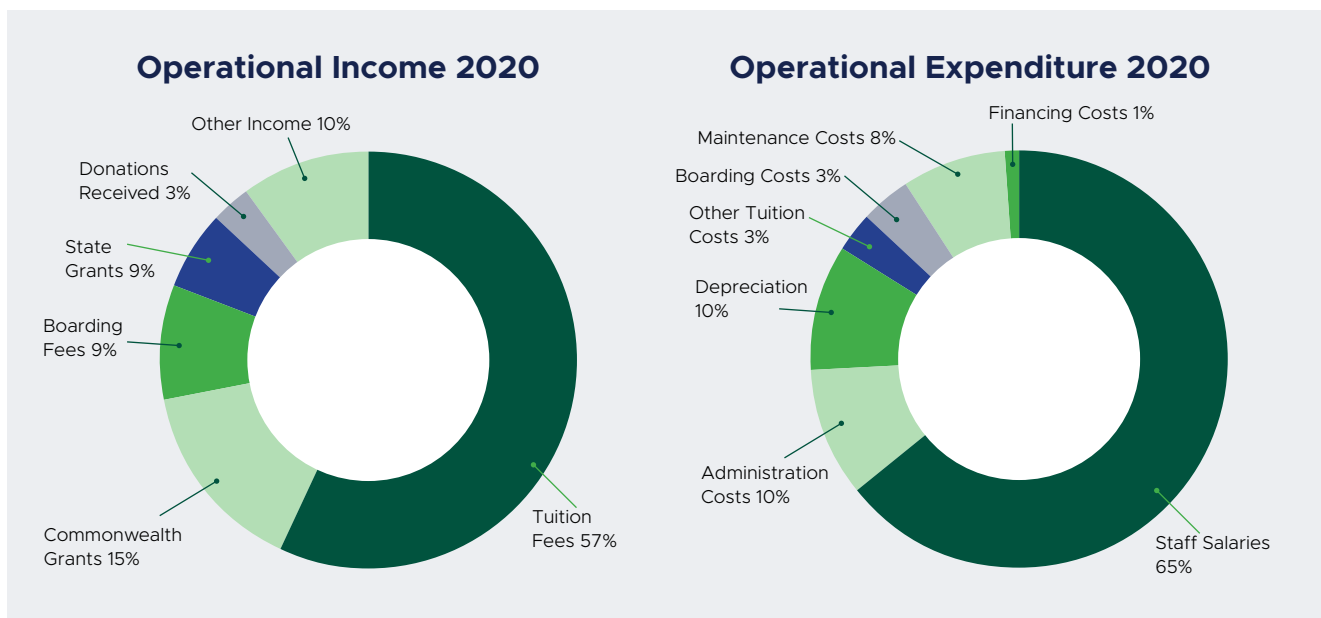
The PMSA's audited financial statements are prepared in accordance with Australian Accounting Standards and include accounting policies. They comply with Association Incorporations Act 1981, Australian Education Act 2013, Education (Accreditation of Non-State Schools) Act 2017, and Australian Charities and Not-for-profits Commission (ACNC) Act 2012.

A financial summary of the PMSA accounts is publicly available in the PMSA Annual Report on the PMSA website and the consolidated audited financial statements are available on the ACNC registry. Accounting policies are published in these accounts.

The PMSA works to ensure that the Group's performance is achieved and optimised through a range of defined oversight and governance processes. Each year, PMSA schools pay an amount to the PMSA to cover PMSA Group office costs incurred in governing the schools as well as collective expenses for insurance premiums, auditing, professional development and training, compliance, and other consolidated costs for each of the schools.

The College is committed to prudent management of finances while continuing to deliver a high-quality and well-rounded education for our students. Fee increases for 2020 were 3.5%, with a discount offered if fees were paid annually in advance.

Sources of income and areas of expenditure are shown in the graphs below.



From the Chaplain

Dr Martin Seligman tells us that we are at our best when we dedicate time to something greater than ourselves. Living a life that is not just about looking out for ourselves and those that we care about is a key element of having a satisfying life. The theme chosen this year has been about unlocking your purpose. So how do you discover your purpose in your life?

Knowing that you are valued and have a special part to play in your corner of the world is a foundation for living a life filled with meaning and purpose. For people of faith, this comes from accepting that you are a child of God who is loved. You are unique and have a reason for being; your life has value and is worthwhile.

Jesus reminds us that the two most important rules in life are to love God and to love others. When we know and love God, we respond with gratitude

and by contributing positively to the lives of others. We act intentionally with kindness to serve others. Doing this not only makes the school, workplace and community better; it is also good for our own wellbeing and helps us to flourish in life.

Thank you to all our student leaders who have taught us about purpose and endeavoured to make our school a place of kindness and meaning. We give thanks to God for the influence you have had and pray that the Spirit of Christ at work in you provides you with a sense of purpose to be the best that you can be, and brings meaning to all that you do.

Reverend Paul Yarrow
DipT, BEd, GDipMin
Chaplain



About the PMSA

The PMSA owns four outstanding independent schools in south-east Queensland: Brisbane Boys' College, Clayfield College, Somerville House and Sunshine Coast Grammar School.

Established in 1918, the PMSA is an ecumenical co-operation between the Presbyterian and Uniting Churches to provide education founded on strong Christian values.

One hundred years on, in an increasingly dynamic and interconnected world, our schools continue to offer students an outstanding education, access to global opportunities and ecumenical values for life.

For more information about the PMSA, please visit pmsa-schools.edu.au

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, permeated by 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.

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.

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 their potential.

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



The PMSA's mission is to provide outstanding teaching and learning environments for our students and staff.



Dr Andrew Cousins

Principal

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