

Annual Report

2023



Clayfield College



Let your light *shine*





Introduction

Clayfield College is a leading independent co-educational 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 service the area. 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 7 and girls-only from Year 8 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 and identifies some of the highlights of the 2023 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 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 their personal best.

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

School sector: *	
	Independent
Year levels offered	
	Pre-Prep – Year 12
Co-educational or single sex	
Co-educational	Pre-Prep – Year 7
Single Sex - Female	Year 8 – Year 12
Characteristics of the Student Body:*	
Total Enrolments (November 2023)	
Female	354
Indigenous Female	31
Indigenous Male	1
Total Enrolments:	
Students - 478	

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



Highlights 2023



ATAR Results

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

- 21 % of ATAR candidates obtained an ATAR greater than or equal to 95
- 48 % of ATAR candidates obtained an ATAR greater than or equal to 90
- 81 % of ATAR candidates obtained an ATAR greater than or equal to 80
- Median ATAR of 90.50

The table below provides a summary of the 169 individual results achieved within subjects:

Result	% achieved
A	33.14
B	45.56
C	20.71
D	0.59

The Arts

We begin rehearsals for The Little Mermaid Jnr Musical, enjoyed our inaugural Arts Day, introduced a Dance Troupe and Irish Dancing Group, and embarked on a Music Tour of Austria and Italy.

Da Vinci Decathlon

In 2023 we had four teams enter the Da Vinci Decathlon. Students in Years 6 to 10 competed across a number of disciplines including Ideation, Engineering, Mathematics, Code Breaking, Art and Poetry, Science and English. Our Year 10 Team won the Ideation section.

A new era for the College!

In 2023, we welcomed our first co-educational Year 7 cohort, with the introduction of the Parallel Learning Model! The start of our transition to a fully co-educational school also saw the introduction of a new uniform, offering students more choice.

Giving Day

With the incredible support of 226 matching and individual donors, the 2023 Giving Day in June raised \$313,917 in 12 hours.

Care@Clayfield

The College extended the eiPulse offering, to not only provide real-time insights into students' mental health and wellbeing, but also the mental health and wellbeing of staff.

RACI Competition

We had three teams compete in the 2023 Royal Australian Chemical Institute (RACI) Regional Titration Competition. Our Year 12 Team made it to the National Finals, with one student achieving a perfect score on the day.

College Council

Mr Jamie Sutherland was appointed Advisory Council Chair. Dr Amanda Olsson, an Old Collegian and Mr Simon Armstrong were appointed as Council members.

Revitalisation of Facilities

The campus refreshment and revitalisation projects continued with the unveiling of the Blackbox Drama Space, Strength and Conditioning and Cardio Studios, Administration Block, Ida Kennedy Physical Education Centre and Carolyn Hauff Boarding House. These revitaliation and refurbishment projects were supported by the PMSA and the Clayfield College Foundation.

Sports

For the first time in the College's history we won, all in the same year, the Sheena Dyason Cup at the QGSSSA Swimming Championship, the Joan Benson Shield at the QGSSSA Cross Country Championships, and Del Mellefont Trophy at the QGSSSA Track and Field Championships. We were also Andrews Cup Swimming Percentage Cup winners, offered Basketball and AFL for the first time as part of the QGSSSA sports competition and the Britton Shield competition for boys was extended into Year 7.

Engaged Community

Our Clayfield family came together for our signature community events! Jazz on the Green, featuring the James Morrison Quartet, sold out, with over 1300 attendees! The LUX 23 Exhibition was reimagined in 2023 to also include an Emerald Club High Tea, Foundation Donor Recognition function and P&F Community event!

From the PMSA Chair and the Chief Executive Officer



On behalf of the PMSA Board, we extend our heartfelt congratulations and thank all the members of our school communities for their remarkable achievements throughout 2023.

Our journey has been nothing short of inspiring, thanks to the unwavering dedication of our Principals, teachers, support staff, students and their supportive families who have all contributed to the success of our schools.

In 2023, the Presbyterian and Methodist Schools Association (PMSA) continued to strengthen its position as a leader in Christian education.

The year was marked by significant milestones, including the Board's endorsement of our new 20-Year Strategic Vision. This long-term vision, crafted with insights from industry experts and in collaboration with our school communities, reflects our commitment to work together to ensure we are at the forefront of education.

Our new Strategic Vision will set out our new shared vision, mission and values with a framework of strategic priorities that will guide our decision making and place us on a trajectory towards a bright and enduring future. We look forward to launching our new 20-Year Strategic Vision in 2024 and leveraging our strengths to ensure we can achieve greater outcomes for all.

Some of the new initiatives we launched in 2023 included the inauguration of PMSA Activities and the strategic purchase of Camp Moogerah (now known as Rising Peaks). These new enterprises will enable us to offer a more diverse range of extracurricular options and create an outdoor education and learning destination for the group.

Both new ventures are just the beginning as we collectively plan and prepare for what our schools and students require to thrive in this rapidly changing world and transform our organisation to meet the evolving needs of our global communities.

In addition, we offered our senior students the chance to participate in the PMSA Teacher Education Scholarships for our young aspiring teachers and the new Christian Mission and Service Assistance Program to support students in their journey to serve God and grow their Christian Faith. Nurturing our students' talents and supporting them to serve our communities is an important part of the PMSA's legacy and it was truly fulfilling to see so many of our students embrace these opportunities to bring their passion and God-given talents to life.

As we reflect on the progress we have made this year, we would like to highlight and thank all our incredible staff, along with our governance members, advisory council members, foundation members, old collegians, school support groups, staff, parents, volunteers, and the broader school community, for your ongoing support and dedication.

Together, we will continue to prioritise the wellbeing and development of our students, ensuring they are prepared for the future.

With God's blessing,

Margaret Berry
PMSA Board Chair

Shane Coppin
PMSA Chief Executive Officer

From the Principal



**There is always light.
If only we're brave enough to see it.
If only we're brave enough to be it.**

These are the final lines from the poem 'The Hill We Climb' by the American poet and activist Amanda Gorman. This poem highlights the power of unity, collaboration, and togetherness as the key to unlocking the opportunity the future holds.

In 2023 as a community, we have shot for the stars, had high hopes and continued to show the world the best of Clayfield. In the words of 'Panic at the Disco' it has been a year to 'Light up your Wildest Dreams!' In this truly historic year in the life of Clayfield College we have much to celebrate and so many fantastic stories to share.

It has been a year where

- we welcomed boys to the Secondary school for the first time in our 92-year history,
- we rehearsed eagerly ahead of opening night of The Little Mermaid Musical at the start of 2024,
- every student in Year 7 commenced their journey to complete the Duke of Edinburgh Bridge Award,
- we held the inaugural Wildest Dreams themed Arts Day,
- over 1300 people attended Jazz on the Green to hear James Morrison and our own amazing Jazz Band,
- the ongoing revitalisation of the College Campus included refreshing parts of the Administration Block, the Ida Kennedy Physical Education Centre and the Carolyn Hauff Boarding House,
- through the financial support of the Clayfield College Foundation we witnessed the unveiling of the Black Box Drama Space and New Strength and Conditioning and Cardio Studios,
- through both the financial support and countless hours of the Old

Collegian Association Executive and Committee, the OCA Museum has become a reality, and we look forward to officially opening this as part of Foundation Day next year,

- we released our new school uniform in response to student feedback to include greater choice including trousers and shorts for girls. And we look forward to the ongoing engagement with students around the continued improvement to our uniform choice and comfort,
- the Britton Shield sports competition was extended into the Secondary School; and
- we have offered Basketball and AFL for the first time as part of the QG sports competition with undefeated seasons for several of our teams.

2023 was a year where Clayfield College won for the first time in our history in the same year the Sheena Dyason Cup at the QGSSSA Swimming Championship, the Joan Benson Shield at the QGSSSA

Cross Country Championships, and Del Mellefont Trophy at the QGSSSA Track and Field Championships. Thank you to our student leaders for rallying the students and encouraging them to have a go, and to do their best. I particularly acknowledge our College Captains, Kate and Abi, for their leadership, vision, and initiative. It is through your guidance that you have pushed each of us to understand the importance of, what it means to, and how we all go about nurturing and developing resilience.

These wonderful and diverse list of achievements and initiatives continue to fuel and energise our growing student population. Whilst the clear message is we are growing, I temper this message of growth with the commitment that Clayfield is a place to learn, belong and experience.

Dr. Andrew Cousins

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

Principal



From the Advisory Council Chair

As the African proverb says, “It takes a village to raise a child.” This statement rings no truer than at Clayfield College.

The sense of community, inclusiveness, and dedication to excellence at Clayfield has never shone brighter than in 2023. We have much to be proud of when we reflect on the year of 2023.

I would like to extend our sincere gratitude to Dr Cousins, his Senior Leadership Team, teachers and staff for their tireless efforts throughout the year. Having been privileged to work closely with Dr Cousins and his team this year, we are extremely fortunate as a community to have such dedicated and passionate leaders. Their efforts significantly drive the success of the College and the students on their educational journey. On behalf of The Clayfield College Advisory Council, we thank you.

2023 has been a year of immense achievements, change and growth at Clayfield College. Our endeavours on the sporting field have seen the Clayfield spirit on full display and consequently a great deal of success has been achieved. We have seen our College continue to grow, and with the first year of the College adopting the Parallel Learning Model, we have welcomed young men into our Secondary School for the first time. This has been a significant advancement that has positioned Clayfield very positively for the future.

To support this growth, as Dr Cousins proudly announced at Speech Night, the PMSA has approved close to \$10 million of capital works projects for 2024. These include, but are not limited to, a new playground for the Primary School, a new three storey building with additional classrooms, the refurbishment of the Visual Art classrooms, and an upgrade to our pool facilities. This is an exciting development for Clayfield and positive

recognition of the growth trajectory we are on. This also complements the extensive revitalisation work conducted throughout the year.

I would like to thank the PMSA for their continued support and guidance throughout the year. Clayfield continues to grow and evolve and in line with the PMSA’s vision, “Inspiring globally minded caring communities through exceptional education experiences empowered by Christian faith,” they have supported Clayfield in enabling this vision.

Further, I would like to acknowledge the Foundation, Old Collegians’ Association and the Parents and Friends Association, who through their continued support and dedicated service, have contributed

greatly to our vibrant community. Their contribution cannot be understated and this has been on display at our signature community events such as Jazz on the Green, Lux Exhibition, Giving Day and the P&F Welcome Evening to name a few. All of these again display the strong sense of community we are privileged to be part of.

And to my fellow Advisory Council Members, Steve Wilkins, Amanda Olsson, Craig Curlow and Simon Armstrong, I acknowledge your efforts and support this year and your selfless contribution to the Clayfield College community.

Mr Jamie Sutherland
Advisory Council Chair



Strategic Plan (2022-2026)

In 2022, Clayfield College designed and enacted a new Strategic Plan, built on the foundations of the College Mission, Vision, Values and Strategic Pillars.

Learning by design

We will design and deliver a dynamic student-centred learning experience which fosters a pathway to academic success by valuing the needs of all learners and, through customised programs that promote opportunities, to enable learners to better understand themselves.

Strategic Objective 1

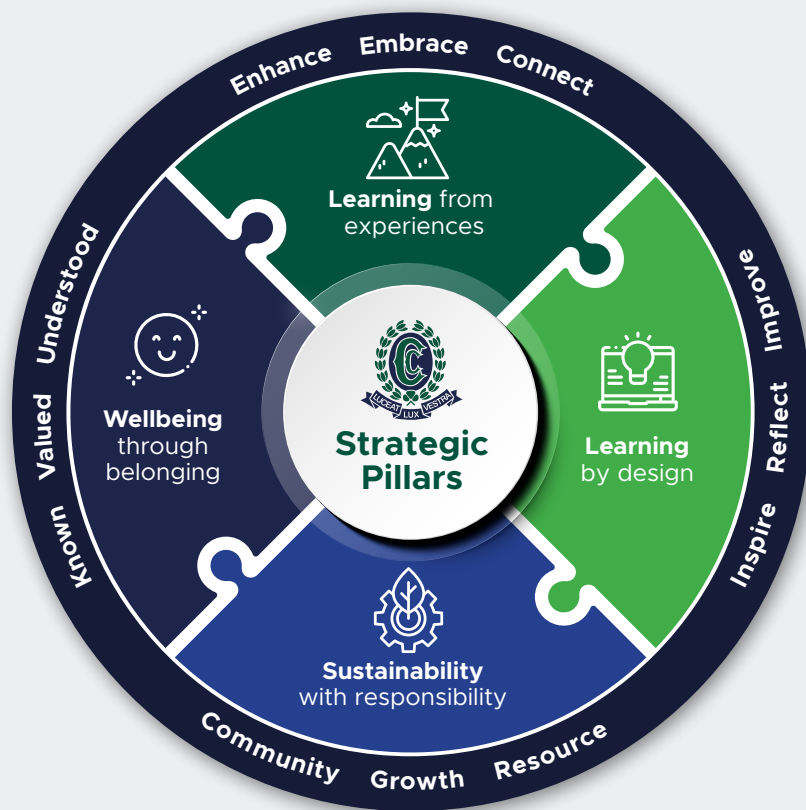
We will inspire learners to question, discover, reflect and improve by fostering an environment where they are known, respected and engaged.

Wellbeing through belonging

We will provide a holistic approach to student wellbeing and personal development so that each student is known, valued and understood, experiencing a sense of belonging.

Strategic Objective 2

We will increase students' abilities to be effective learners, able to explore their world in curious, creative and collaborative ways by providing safe environments, positive relationships, wellness and purpose.



Learning from experiences

We will promote the connections within our community and beyond by enhancing the lived Clayfield experience which supports the development of courageous, altruistic, and compassionate citizens.

Strategic Objective 3

Extend and strengthen our co-curricular programs in Music, Performing Arts, Sport, Outdoor Education and Clubs and Activities to encourage students to embrace new opportunities beyond their academic learning.

Sustainability with responsibility

We will facilitate a bold and sustainable future through responsible financial stewardship where the value proposition is enhanced and substantiated by updated facilities, consistent branding, and clear communication.

Strategic Objective 4

We will foster, expand, and develop collaborative partnerships which capitalise on the College's connected community and beyond.

Strategic Objective 5

We will evolve a built and virtual infrastructure which is flexible, functional, and future focused.

Strategic Objective 6

Develop a communication strategy and framework which is responsive, progressive and inclusive.

Strategic Objective 7

We will establish long-term financial sustainability through the support and engagement of the Clayfield Community and a targeted approach to enrolment growth.

Distinctive Curriculum Offerings

At Clayfield College, we aim to personalise each student's learning journey based on their individual needs, abilities, strengths and passions. Opportunities are provided for enrichment, support and extension.



'Illuminate', a dynamic and comprehensive extension program augmented the classroom curriculum, allowing select students across Years 3 to 9 to engage in experiential learning and extend their problem-solving skills. This program comprised of English, STEM and Creative Arts components. The English Illuminate program involved students creating a magazine, with each student contributing an article for the magazine. Participants heard from Old Collegians, who shared their expertise in the areas of journalism and writing. The STEM Illuminate program encouraged students to explore their potential and showcase their knowledge and skills in designing experiments, creating solutions, and reporting on a problem of their choice. Students had the opportunity to delve deeper into the STEM fields, investigate real-world problems, and come up with innovative solutions, which required collaboration and creativity. The Creative Arts Illuminate program gave students interested in challenging themselves musically the chance to develop and

extend their musicianship skills through a variety of activities; vocal, instrumental, and theoretical.

The Cambridge Scholars' Program is an intensive two-week residential program that allowed students in Years 9 and 10 to extend their learning outside the school curriculum. The Cambridge Program provided students the opportunity to pursue their passions, build confidence and resilience, prepare for university and meet other students from around the world. Residing at Gonville & Caius College's Old Courts site on Trinity Street in the heart of Cambridge, students attended courses in a vast range of areas including Business Psychology, Cambridge Thinking, Chemistry, Engineering, International Relations, Cosmology, Criminal and Forensic Psychology, Economics and Finance, Essay Writing, Mind Games, English Literature, Journalism, Law, Computer Science, and The Quantum Universe. Courses were taught by passionate tutors from either the University of Cambridge or top independent schools in the United Kingdom. Practical skill development

workshops were also offered, including Mock Criminal Trials, College Application Workshops, Photography Workshops and Practice Interviews for Cambridge and other universities.

Staff professional development continued to be an area of key focus. The Clayfield College Teaching and Learning Handbook was launched, which encompasses the core characteristics of the Clayfield Learner, Teacher, and Learning Environment. Teachers engaged with the handbook, with a view to build a common language around, and understanding of, our key attributes, actions and deliverables as viewed through an academic lens. Academic Staff also concentrated on the importance and relevance of data in guiding teaching practices and enhancing student learning outcomes. Professional learning sessions focussed on the analysis and use of data. Staff undertook professional learning in data analysis, working with the College's chosen data analysis platform, Track One Studio, to analyse, summarise and use student academic achievement and pastoral data.





The Primary School

The Pre-Prep Program operates under the regulatory oversight of the Australian Children's National Childcare Education Authority (ACECQA). As mandated by ACECQA, our program is governed by a National Quality Framework (NQF) that serves as a guiding framework informing our operational practices.

The NQF comprises seven distinct quality areas, which serve as benchmarks for all childcare services. These quality areas encompass various aspects of service provision, including standards related to educational programming, health and safety, physical environment, staffing arrangements, relationships with children and families, collaborative partnerships with the community, and effective leadership and governance.

Ensuring compliance with the NQF is paramount in upholding the quality and standards of our Pre-Prep Program. We are committed to aligning our practices with the stipulated criteria across all seven quality areas, thereby fostering an environment that prioritizes the

well-being, development, and learning outcomes of the children under our care.

The Pre-Prep program has had another dynamic year, where the staff, students and families have laid the groundwork for lifelong learning. Embracing a play-centered, emergent curriculum, learning in the Pre-Prep setting is deep, genuine, and significant. Our teaching approach strikes a balance between planned instruction, spontaneous moments, and opportunities for peer learning to enhance and broaden educational experiences.

Our Pre-Prep environment is inclusive, embracing and accommodating all learning styles. Each child is esteemed and recognised as a capable and self-assured learner. We foster independence and active engagement among children in the classroom.

Participating in a community of learners is crucial for sharing ideas, contributing to inquiries, and collaborating towards deeper understanding. We shape learning contexts to cultivate resilience, nurture emotional intelligence, and foster

an environment of respect for ourselves, our peers, and the world around us.

Specialist lessons are an integral part of our program. Students engage in various experiences on a weekly basis, including Learn to Swim (Terms 1 and 4), Spanish, Gymnastics, Library, and Music, all of which contribute to our involvement in the broader school community.

The Preparatory Year is the first formal year of school and as such the emphasis is on building a solid foundation in preparation for the Primary years ahead. Phonological awareness is fundamental for the learn-to-read process, and thus students in Years P-3, follow the Promoting Literacy Development (PLD) programme, emphasising a synthetic phonics approach. Guided reading and writing sessions regularly are integrated into the morning literacy block to focus on targeted reading strategies and comprehension at each child's level of development. Numeracy and Units of Inquiry and technology also form part of the Prep Curriculum. Bush School and Gymnastics are the highlight in the Prep



week and offer a program like no other school in Brisbane.

The Mini and Macq Lit programs offer a targeted, small-group approach to Literacy intervention and there has been a tremendous growth in student's skills. Opportunities in Numeracy are centered around the five Mathematic strands, with a strong emphasis on Number in the Early Years. ICT is used as a tool in learning and iPads and Laptops (from Year 3) are featured in all curriculum subjects.

Mathletics, Accelerated Reader and Literacy Planet complement the programs as students complete learning at their level, receiving rewards and incentives along the way. Public speaking, debating, and drama allow students to extend their speaking skills and further provide cross-curricular learning. The Illuminate Extension program was introduced for select students who displayed interest and aptitude in Science and Literature.

Science and Social Science are built around our Units of Inquiry, where we acknowledge that the act of inquiry is

critical to learning and growth. Teachers create a flexible, equitable and authentic environment and frame their teaching of skills through open-ended questions or provocations, positioning students as investigators and researchers.

Technology, Library, Chinese, Spanish, Music, Strings, Art, Digital Technologies, Food Technology and HPE are additional subjects offered in the Primary School. Additionally, there are a multitude of Clubs offered by our staff that change each term to suit the needs of the students.

Our Primary program places significant emphasis on fostering collaborative partnerships with families, recognizing their essential role in enriching our educational endeavours and cultivating a strong sense of community. We wholeheartedly welcome and actively encourage family engagement, which serves to enhance the depth and breadth of our program.

Twice annually, both students and their families partake in Gallery Walks, providing an opportunity for families to gain insight into the specific learning

experiences unfolding within the classroom environment. Additionally, our Parent-Student-Teacher 3-way conferences serve as a proactive platform, engaging parents, students, and educators in reflective discussions concerning student progress and the establishment of future goals and targets.

This collaborative approach extends further through semester reporting and e-portfolio feedback, affording families the opportunity to intimately accompany their child's educational journey. By involving families in these multifaceted ways, we endeavour to strengthen the partnership between home and school, thereby optimising student learning and development.

Primary Personal Development lessons in Prep -Year 6 are centered around the Bounce Back Program, where teachers explicitly teach the social and emotional competencies. Concepts such as Self Awareness, Building Friendships, eSafety and Wellness are a focus. External organisations who have expert knowledge in more sensitive areas such as sexuality and puberty, are brought in to speak with the students.

The Secondary School

Students in Years 7 to 9 engaged in learning across various subject disciplines. The curriculum in these year levels develops conceptual understanding and skills through a core curriculum that becomes increasingly specialised from Year 7 to Year 9.

In Years 7 and 8 students studied a wide variety of subjects. This included English, Mathematics, Science, Social Science, Design and Technologies, Food Technology, Music, Visual Art, Performing Arts (Year 7), Drama (Year 8), Spanish, Chinese, EALD Support, Health and Physical Education and Christian Education. This broad range of subjects enabled students to identify their passions and will assist with the selection of electives in the senior years.

In Year 9, students studied as part of the core curriculum: English, Mathematics, Science, Social Science, Health and Physical Education and Christian Education.

In addition, they chose three elective subjects in keeping with their personal strengths and interests. Electives offered included Chinese, Spanish, EAL support, Drama, Music, Visual Art, Digital Solutions, Food Technology and Business and Enterprise.

Across Years 7 to 9, a keen emphasis was laid on the development of literacy and numeracy skills. Dedicated literacy and numeracy lessons were incorporated into the timetable where key skills were taught in a targeted manner. The use of *SmartLab*, a literacy, mathematics and numeracy diagnostic platform, was integrated with explicit classroom instruction to facilitate differentiation and multimodal learning.

Year 10 formed a strong base for the study of senior General and Applied subjects. Students were given opportunities to engage with content knowledge, skills and assessment

strategies that will set them up for a smooth transition into their Year 11 and 12 ATAR journeys. Students were allowed to choose specialised English, Mathematics, Science and Social Sciences courses to study as part of the core curriculum. Three elective choices were made from an extensive range of options including Business and Enterprise, Chinese, Crime, Justice and The Law, Digital Technology, Drama, EAL Support Global Studies, Music, Historical Studies, Science - Biology and Psychology, Science - Chemistry and Physics, Spanish, Visual Art, Physical Education and Specialist Mathematics. The SET planning process was highly individualised based on students' needs, abilities and potential career pathways. Each student received targeted advice which aided in streamlining their subject selection process and aimed at setting them up for success in Years 11 and 12.





Students had the opportunity to practice and develop skills including critical thinking, communication, collaboration, creativity, flexibility, initiative and productivity.

Clayfield offered 25 different subjects to students in Years 11 and 12. Students undertook a range of internal and external assessments within their subjects and engaged in a rigorous preparation programme, which included subject workshops, tutorials, and mock examinations. When choosing their senior pathways, students had the opportunity to study a university subject, additional senior subjects, a diploma qualification on campus or a vocational course through a recognised learning provider.

Across Year 7 to 12, technology was integrated into all learning areas, with subject resources delivered via the TEAMS and One Note platforms. A number of educational platforms were used to supplement classroom instruction including *Writer's Toolbox*, *Education Perfect*, *STILE* and *Edrolo*.

2023 saw unprecedented technological advancement, including in the field of generative artificial intelligence (AI). We witnessed the emergence of OpenAI's ChatGPT, a state-of-the-art language processing AI that generates human-like text output and has the potential to hugely impact education. A group of Secondary teachers embarked on a research project in the realm of AI initiated by highly respected academics from the University of Queensland Schools of Linguistics and Education. The project aimed to provide a taxonomy of prompts for use with the ChatGPT platform, with the view to developing a resource for teachers in Australia.

The Ignite: Film Festival, inspired by the theme of 'Transformation', provided students across Years 7-12 with the opportunity to create works that displayed an interdisciplinary approach to learning. Students worked with a professional photographer and had the opportunity to practice and develop key 21st century skills including critical thinking, communication, collaboration, creativity, flexibility, initiative and productivity. They also developed their Information, Media and Technology Literacy skills. The end products were viewed at ClayFest, our very own film festival, with winners being entered into a National Film Competition.

Co-Curricular Activities

Students were provided a broad range of co-curricular experiences in 2023, including sport, music, service learning, outdoor education, debating and other enrichment experiences that occur outside of the classroom.

Our outdoor education programs continued to develop with themes for each year level being discussed with students before, during and after camp. Themes included resilience, connection and transition. Students participated in outdoor education at various locations around South-East Queensland, including Garapine, The Mary Valley, Lake Moogerah and the Upper Noosa River. In partnership with outdoor education providers, students were challenged physically and intellectually at the limits of their individualised abilities.

Clayfield had a total of five Debating teams with students in Years 6 to 12. The Year 6, 7.1, 7.2, 9 and 10 teams competed in the QDU debating competition. The Year 7.1 and 7.2 had a combined total of five wins with the Year 9 team also receiving one win. Two Year 12 students also coached the Year 7 teams.

The Duke of Edinburgh Award continued to grow in numbers and for the second year running we had participants in all levels of the award. In 2023, there were over 60 students across Years 7 to 12 participating in Bridge 1 and 2, Bronze, Silver and Gold Duke of Edinburgh awards. Three students achieved their Gold Award, four students achieved their Silver Award and four students achieved their Bronze Award. There were four Adventurous Journeys held in 2023. An overnight Bronze hike, a Bridge Level 1 hike, and Gold/Silver canoe expedition.

We had three teams compete in the 2023 Royal Australian Chemical Institute (RACI) Regional Titration Competition. Our Year 12 Team made it to the National Finals, with one student achieving a perfect score on the day.

Clayfield College's co-curricular program for The Creative Arts boasts an impressive array of offerings, including four string ensembles, two string quartets, five choral ensembles, two band ensembles, a Year 5/6 beginner band program, percussion ensemble, big band and the Year 3 string enrichment program. Additionally, dance tuition is available through the Secondary Dance Troupe and Primary Irish Dancing lessons. Community events included Jazz on the Green, featuring James Morrison, Emma Pask and the Clayfield College Big Band, as well as *Lux Libertas – Light and Liberty*, a Visual Arts Showcase event.

Clayfield hosted its inaugural Arts Day, an extraordinary celebration of creativity and talent, uniting students, staff and industry professionals through artistic expression.

Our Secondary Musicians embarked on a memorable European tour, gracing prestigious venues in Italy and Austria, and the Allegria Chamber Strings continued to shine as Clayfield College ambassadors, performing at various events including the Aspects Art show in Goondiwindi, the local showgrounds at St. George, and the esteemed Opera Queensland Gala Dinner, further solidifying the school's partnership with Opera Queensland over the past two years.

Collaborative endeavours with Brisbane Boys' College (BBC) encompass a range of events, notably including the ANZAC Children's Service, as well as joint orchestra and choral performances showcased at Clayfield's Opus 3 concert and BBC's Grand Concert. Additionally, the Combined Junior Music Festival, catering to Primary students, is hosted in turn by Clayfield, BBC and Somerville House, fostering a dynamic exchange of musical talent and camaraderie among participating institutions.



At Clayfield College, our approach to sports extends far beyond competition; it serves as a platform for nurturing individuality, fostering ambition, and facilitating personal growth among our students. Designed to complement our curriculum, our sports offerings aim to instil values of participation, teamwork, innovation, and pride in our students. We believe that every student should have the opportunity and platform to explore their interests and shine in their chosen sporting activities.

Representative Honours:

Clayfield College students can pursue sporting representative honours through various trials and competitions. From City District to North Independent District trials, students can strive for selection on Metropolitan North teams, competing at Queensland Secondary Schools State Championships and School Sport Australia National Championships. These opportunities not only highlight individual talents but also cultivate sportsmanship and foster camaraderie on a broader platform.

Andrews Cup and Britton Shield:

The Andrews Cup competition for girls in Years 2 to 6 and the Britton Shield competition for boys in Years 2 to 6 are integral parts of our Primary Sports Program.

The Andrews Cup competitions provide students with exposure to a diverse range of sports, including artistic gymnastics, athletics, basketball, cross country, football, netball, swimming, tennis, and touch football.

In 2023, Clayfield College continued its tradition of excellence in the Andrews Cup, securing the Percentage Cup for swimming for the sixth time. Additionally, our gymnastics team showcased their prowess, emerging on the podium in team events.

The Britton Shield competition expanded its offerings to include aquathlon, basketball, cricket, cross country, football, swimming, and touch football. The inaugural Britton Shield Aquathlon event, hosted by Clayfield College, highlighted the talents of our student athletes, despite narrowly missing out on the championship trophy.

QGSSEA Competition:

Clayfield College proudly entered 43 teams across 10 team sports in the QGSSEA competition, in addition to participating in swimming, cross country, and athletics. Our Swimming team secured the Sheena Dyason Percentage Cup for the fourth consecutive year, followed by the Cross-Country team clinching the Joan Benson Percentage Shield for the second year, and claiming the Del Mellefont Percentage Cup Trophy for Athletics for the first time in history.

Secondary Boys Sport:

The inaugural Year 7 boys at Clayfield College actively engaged in various sporting activities, contributing to their development, and tailored to their interests.

BBI Club Basketball Summer Competition:

A significant highlight of the sports calendar was the participation of our Secondary boys in the BBI Club Basketball Summer Competition. This provided an avenue for students to showcase their basketball skills, compete against peers from other schools, and further develop their teamwork and skills.

Britton Shield Swimming and Cross Country:

Our boys enthusiastically participated in the Britton Shield Swimming and Cross-Country events. These competitions offered opportunities for students to excel individually but also allowed them to represent Clayfield College with pride.

Team Sport Skills Acquisition Sessions:

In addition to competitive events, Secondary boys actively engaged in team sport skills acquisition sessions for Athletics and Football. These sessions provided valuable opportunities for skill development, enhancing the boys' proficiency in these sports, and contributing to their overall athletic growth.

The SHINE Program (Athlete Support and Enrichment) was reimagined and designed to provide specialised support and enrichment for athletes across various sporting disciplines.

The SHINE Program is dedicated to meeting the distinctive needs of student athletes through customised academic, well-being, and sporting support and enrichment opportunities. The program aims to empower students to excel in their chosen sports while maintaining a balance between academic and athletic pursuits.

In the reporting period, the SHINE Program supported a cohort of 36 students representing a diverse range of sports. These students demonstrated exceptional dedication, passion, and

potential in their respective disciplines, ranging from AFL, basketball and karate to football, tennis, swimming, athletics, cross country, artistic gymnastics, rugby league, rugby 7's, and touch football.

The SHINE Program provided a wide range of support and enrichment activities tailored to the specific needs and goals of participating athletes. Highlights of the program include:

Strength and Conditioning:

A comprehensive strength and conditioning program was implemented to help athletes build strength, improve endurance, and enhance overall physical fitness. Through targeted workouts, injury prevention strategies, and periodised training plans, participants developed the physical resilience and athleticism needed to excel in their chosen sports.

The SHINE Program continues to play a vital role in supporting and enriching the athletic pursuits of our students. By providing specialised support, enrichment opportunities, and holistic development initiatives, the program enables athletes to maximise their potential, both on and off the field. We remain dedicated to enhancing the program by incorporating further aspects of athlete well-being, aiming to foster continued personal growth within our student athlete community.

Interhouse Competitions:

In addition to formal competitions, Clayfield College fosters a sense of camaraderie and school spirit through interhouse competitions in athletics, swimming, and cross country. These events prioritise maximum participation and aim to develop strong house and school spirit among our students.

The Sports Program at Clayfield College continues to be a cornerstone of our holistic education approach. We are proud of our students' achievements, both on and off the field, and remain committed to providing opportunities for them to excel, grow, and succeed in their sporting endeavours. As we look ahead, we are excited to continue nurturing a culture of sportsmanship, teamwork, and resilience within our school community.



Social Climate

Pastoral Care

In the ever-evolving landscape of education, the wellbeing of our community continued to be at the forefront of our minds. Recognising the pressing need for comprehensive support systems, our Pastoral Team embarked on a journey of professional development aimed at bolstering our approach to youth mental health. This initiative was catalyzed by Dr Michael Carr-Greg's talk on youth mental health during one of the PMSA twilight sessions.

“Investing in youth mental health is not just an ethical imperative but also a strategic one”.

Inspired by Carr-Greg's insights, our pastoral team eagerly delved into a Youth Mental Health Workshop seeking to refine their understanding and skill set in addressing the multifaceted needs of our students at the College. We were able to use existing case studies relating to our environment. Through these interactive sessions we gained valuable knowledge on recognising signs of distress, fostering resilience and implementing effective support mechanisms.

The Pastoral Care Team initiated the design phase for our Care@Clayfield Framework in collaboration with the College's Marketing Team. The Friends Resilience Program was implemented in Primary School, with select students completing the 8-week course throughout the year.

Connected to our implementation of eiPulse last year, the College continued its dedication to enhancing mental health support with the extension of this platform to include Staff Pulse. Recognising the relationship between staff wellbeing and students flourishing, we are committed to fostering a supportive work environment where staff feel valued, equipped and resilient in their roles.

Student leadership continued to develop through the Student Representative Council, which was extended from Prep-12 and led by our College Captains in Secondary and Primary Captains. With the addition of House Picnics in our school calendar, the College's PP-12 vision of a whole school approach was further realised.

The vertical House system provided opportunities for all students to identify and connect with House tradition and culture. Arts Day was developed within the Creative Arts Department for students in Year 6 to 12 and a new Interhouse spirit was fostered through months of practice, culminating in a day of singing, dance and drama.

Students in Years 5 to 10 participated in workshops from providers such as True Relationships, BATYR, Peer Power, Elevate, RACQ Driver Education and online courses through eSafety.

Christian Education

All students from Prep to Year 12 participated in weekly Christian Education classes and Chapel services were conducted weekly for students in Primary, Years 7 to 9 and Years 10 to 12.

In January, one of our Chapel Captains participated in a Christian leadership camp for student leaders from various Christian schools around south-east Qld.

A new initiative this year was a College Commencement Service for families to mark the start of the school year.

Our Primary ISCF group met on Fridays at lunchtime and provided a relaxed, fun program for younger students to socialise and share in a devotion and prayer.

Faith Week led by our Chapel Captains in Term 3 had the theme 'Walk by Faith not by Sight'. Activities such as a Trivia Competition, Secondary students reading bible stories to lower Primary classes, a special Primary Chapel service with guest artist Dan Warlow, banner

painting and a dance party on the oval preceded by the cutting of a celebration cake meant the week was a constant reminder to everyone of the challenge to live by faith.

Some of our Secondary students participated in the four combined PMSA schools' Christian social events held across the year. In Term 4, we hosted the volleyball and games event in our sports centre which was a popular event for all students.

Service Learning

The Year 7 students participated in a wellbeing challenge where students were sponsored to engage in healthy activities. Funds raised from this were used to purchase back-to-school kits for children of domestic violence survivors. Enough school bags were filled with school resources for one class. These were provided to Friends with Dignity for families seeking assistance.

Each of our Houses raised money to support a charity. The organisations supported were Multiple Sclerosis Australia, RSPCA, Drought Angels, Pyjama Foundation (Foster Care), Children's Medical Research Institute (Genetic research) and 'Smiling for Smiddy' Cancer Research Mater Foundation.

Lower Secondary year levels worked on projects for annual awareness days for the National Day of Action Against Bullying, RU OK? Day and World Teachers' Day.

Year 10 students had the opportunity to volunteer at Compassion 4 Community at Nundah. This charity gave students the opportunity to prepare and serve meals for people in need in the local area.

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



Personal Development and Wellbeing and Foundation

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 students' social and emotional education. In Years 7 to 12, the Wellbeing and Foundation program allows a strong focus on developmentally appropriate issues. Friendships, group work, and relationship management are key areas for students in Years 7 to 9, as 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 teamwork, team building, and team leadership skills. Year 12 students are encouraged to consider issues of importance beyond schooling. Some of the topics covered are safe driving, legal responsibilities, financial literacy and ways to celebrate safely.

Through the Care@Clayfield Framework, guest speakers and our School Counsellor form an integral part of the understanding of topic areas covered in Personal Development and Wellbeing and Foundation Lessons.

Child Protection Commitment

A program of intentional lessons in Personal Development and Wellbeing and Foundations runs from Prep through to Year 12. The program's content and delivery vary according to students' needs, maturity, and interests but are always guided by the protective and risk factors for mental health and wellbeing.

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 ensuring students' safety, welfare, and wellbeing. The Whole School Pastoral

Care Team (WSPCT) which includes the School Counsellor, Chaplain, Deputy Principal and other members of the College's Senior Leadership Team, share the responsibility of student welfare across the College. Clayfield College is therefore committed to responding to allegations of student harm resulting from any person's conduct or actions, 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 to effectively address students' safety and well-being in our care. The addition of the CompliSpace platform in 2021, ensures policy accuracy through Policy Connect, safety measures through Assurance and training through CompliLearn.

Parent and Community Involvement

Parents and Friends Association

The Clayfield College Parents and Friends Association (P&F) is an active and passionate group within our community, supporting the College through social events and friend-raising. There are four 'Friends of' support groups and one permanent sub-committee under the umbrella of the P&F Association. These are the Friends of Sports Support Group, the Friends of Primary School Support Group, the Friends of Music Support Group and the Friends of Boarding Support Group. Rae Morris, continued her tenure as the P&F President throughout 2023.

In 2023, the P&F Association hosted and supported a number of community events including:

- Welcome Evening
- Primary School Disco
- Mother's Day and Father's Day Stalls
- Jazz on the Green
- Drinks stations, BBQs and Cheese boxes at events including the Care@Clayfield parent functions, Year 6 Service and Celebration, Opus Concert Series, Carols Night
- LUX 23 Exhibition.

Old Collegians' Association

The Clayfield College Old Collegians' Association (CCOCA) plays a valuable role within the life of Clayfield College, fostering an integral connection between our past and current students. In 2023, Anna Lloyd (Class of 2008) became the President of the Old Collegians' Committee.

Key initiatives and projects led by the CCOCA throughout 2023 included:

- Archives Presentation and Performance as part of the **Foundation Day Assembly:** 'The Best of Both Worlds: Boys across the generations.'
- Our Year 3 students enjoyed an **Archives Incursion** to explore the changes and trends in transport, architecture, fashion and technology in the context of the College's history. They were treated to a fashion parade of the College's Sports Uniforms (1931 to the present time) by our Year 5 students. The standout of the morning was the robust discussion with the panel of Old Collegians spanning from the 1930s to the early 2000s.



- A momentous 60 years since they graduated, the **Class of 1963** enjoyed time reconnecting, sharing memories and hearing about the growth of their alma mater at their reunion held in the Carolyn Hauff Boarding House. The **Class of 1973** also toured the College as part of their 50-year reunion celebrations.
- Old Collegian community events were held in Goondiwindi, Longreach, Emerald and Melbourne.
- The 'Back to Campus Celebration' and 3s' reunion was held as part of the Jazz on the Green community event.
- Old Collegians across many industries and professions mentored the current Year 12 cohort at the **Women's Industry Network** event.
- **Class of 2022** Catch-up was held to connect with our newest Old Collegians.
- **Clayfield College Museum Project Team** continued their work on this special project.



The Clayfield College Foundation

The Clayfield College Foundation plays a vital role in generating philanthropic support to ensure Clayfield College students having access to outstanding facilities and exceptional teaching. In 2023, Sandra McCullagh (Class of 1977) was appointed as Foundation Chair.

The Foundation proudly works alongside the College to invest in projects that have the most immediate impact and meet the needs of our Clayfield College students. Together, as a community, the Foundation has achieved some great things following its first two Giving Days in 2022 and 2023. In 2023, the Giving Day resulted in donations totaling \$313,917 from 226 donors. This extraordinary result was thanks to the incredible generosity of the Clayfield family and is testament to our strong Clayfield spirit.

Key Projects in 2022 and 2023

- Black Box Drama Studio
- Refurbishment of the Carolyn Hauff Boarding House Kitchen and Dining Room
- Strength & Conditioning and Cardio Studios within the Ida Kennedy Physical Education Centre
- Scholarships and bursaries to students who would not otherwise be able

to attend the College, including a Swimming Excellence Scholarship for 2024 entry into our Secondary School.

- Opportunities of Excellence Program, which allowed students to take part in an improvisation workshop with renowned jazz musician, James Morrison.

Signature Community Events

Jazz on the Green

The rain didn't dampen the spirits or discourage the dancing of the sell-out crowd! The community was dazzled by James Morrison, Emma Pask, along with performances by Connie and the Conmen, the Clayfield College Big Band, Brisbane Boys' College Big Band and Brisbane City Big Band.

The afternoon showcased what is truly special about the Clayfield family, with the College, P&F Association, Old Collegians' Association and Foundation coming together to create an afternoon of great live music, great hospitality and great company!

The event included the 'Back to Campus Celebration' for Old Collegians, as well as the 3s' Reunion, and the Foundation hosted 'Donor Recognition' function in a VIP Tent on the day.

Our students had the incredible opportunity to take part in an

improvisation workshop with the great James Morrison ahead of Jazz on the Green. We acknowledge our Clayfield College Foundation, who through the Opportunities of Excellence Program, make this experience possible for our students. It was an experience that will live in their hearts forever.

LUX Exhibition

There were many shining lights at the LUX 23 Exhibition, when our campus came to life after dark in celebration of the Creative Arts!

The event not only showcased the illuminating creativity of our Visual Art students, but also featured live music, dance and dramatic performances. It was a family-friendly evening with delicious Chinese and Spanish themed food stalls and drink stations by the P&F Association.

The Foundation also hosted another 'Donor Recognition Function' as part of the proceedings and the Old Collegians' Emerald Club enjoyed an exhibition pre-reveal and High Tea.

Grandparents' Day, Mother's Day Breakfast and Father's Day Breakfast

The College hosted mornings filled with love, smiles and laughter for our guests of honour who enjoyed breakfast/morning tea, classroom activities and music performances.



Parent, Teacher and Student Satisfaction

Clayfield College is committed to listening to the views and expectations of key stakeholders and commissions independent surveys to provide performance feedback on a wide range of related education topics.

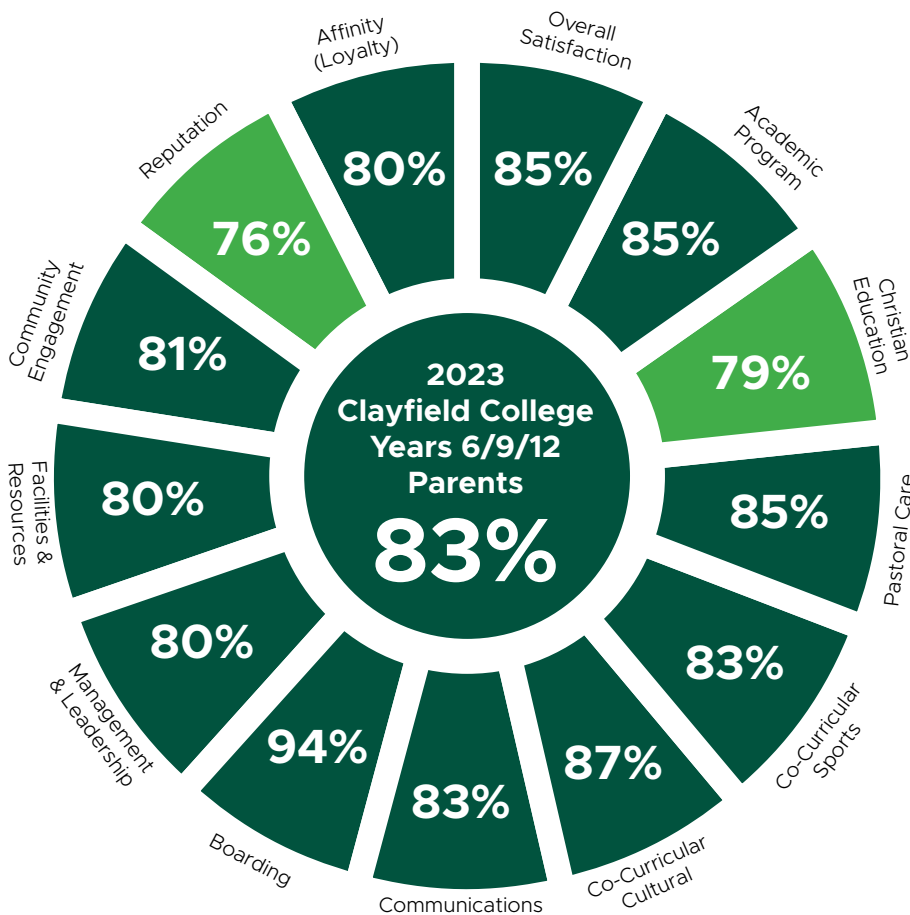
The feedback from these surveys greatly assists the College with both its operational and strategic planning and its determination to continually improve the educational experience offered to the students.

Following a comprehensive survey in 2022, in 2023, 48 parents and 89 students from Years 6, 9 & 12 participated in surveys and provided views on such areas as academic performance, pastoral care, Christian education, co-curricular sport, communications, reputation and facilities.

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 11 of the 13 areas, 'high' scores for the remaining 2 areas. The overall score is 'very high' (83%).



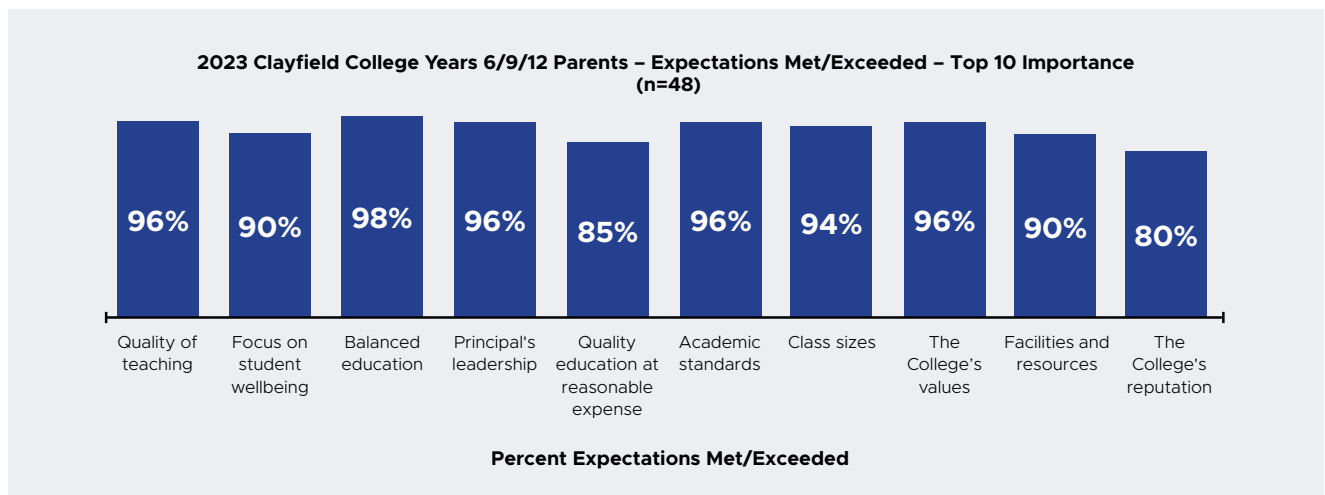
Very Low	Low	Moderate	High	Very high
<50%	50%–<60%	60%–<70%	70%–<80%	80%+

Parent Expectations Met/Exceeded

A selection of the parents' top level findings are detailed below, ranked in order of the importance the parents placed on reasons for choosing a school for their child.

The top five areas are noted below:

1. 96% of parents noted their expectations were met or exceeded in relation to the quality of teaching
2. 90% of parents noted their expectations were met or exceeded in relation to the focus on student wellbeing
3. 98% of parents noted their expectations were met or exceeded in relation to a balanced education
4. 96% of parents noted their expectations were met or exceeded in relation to the Principal's leadership
5. 85% of parents noted their expectations were met or exceeded in relation to a quality education at reasonable expense

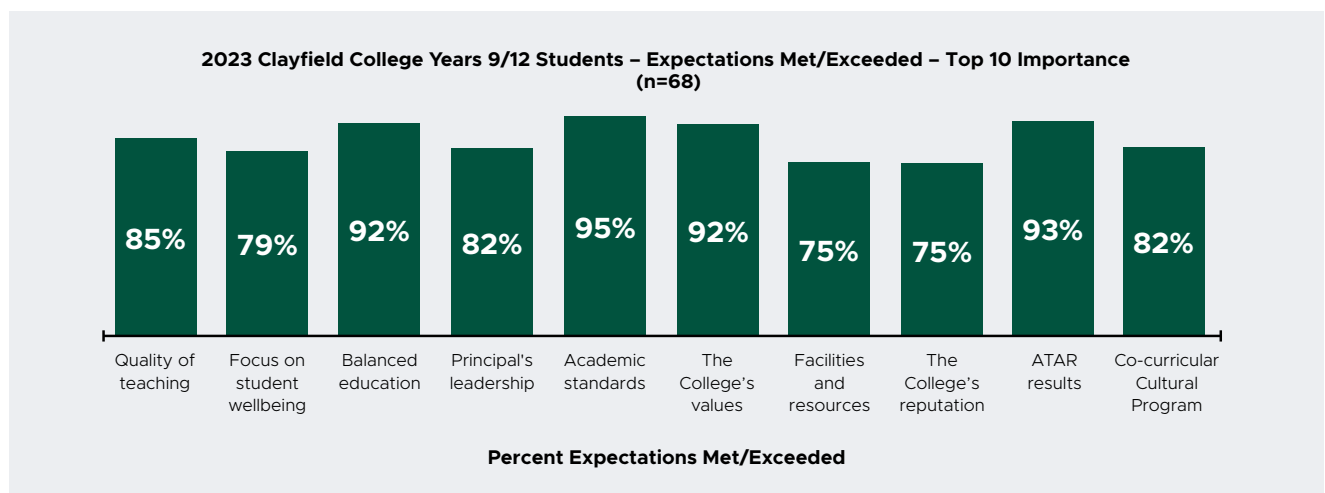


Student Expectations Met/Exceeded

A selection of the students' top level findings are detailed below, ranked in order of the importance the parents placed on reasons for choosing a school.

The top five areas are noted below:

1. 85% of students noted their expectations were met or exceeded in relation to the quality of teaching
2. 79% of students noted their expectations were met or exceeded in relation to the focus on student wellbeing
3. 92% of students noted their expectations were met or exceeded in relation to a balanced education
4. 82% of students noted their expectations were met or exceeded in relation to the Principal's leadership
5. 95% of students noted their expectations were met or exceeded in relation to academic standards



Parent Quotes on what they value about Clayfield College:

I value how much the school cares about my child and her growth as a person beyond just the classroom. I value that the College is **receptive and wants to listen, grow and respond to feedback.**

My daughter is known, loved, cared for and encouraged. She will look back on her days at CC with great memories of great staff and a sense of confidence and enthusiasm that she would never have had in a different school.

The association with other parents and teachers with a common goal of **doing the best for our children.** Knowing that my child is happy at the school.

That the girls are happy and thriving in their education and friendships and are **supported by their teachers to pursue their very best.** Recognised for their achievements.

The opportunities that the college has provided to my daughter. She has grown in confidence and is well placed to make a positive contribution as an adult. The college has contributed to this.

Student Quotes on what they value about Clayfield College:

My classmates and teacher and all very lovely people and care, coming from a fairly "Different school" it is very pleasant having these people around at school.

The **family and amazing friends** that I have made - as well as the overall environment of our school.

The **personal values and learning experiences** that is provided with the college.

The year 6 area is so nice and quiet. It's got our class wedged in and really like the idea.

My education and how it has provided me with an **excellent opportunity to get into Uni** courses once I graduate.

The teachers are very good, and I enjoy some aspects of boarding.

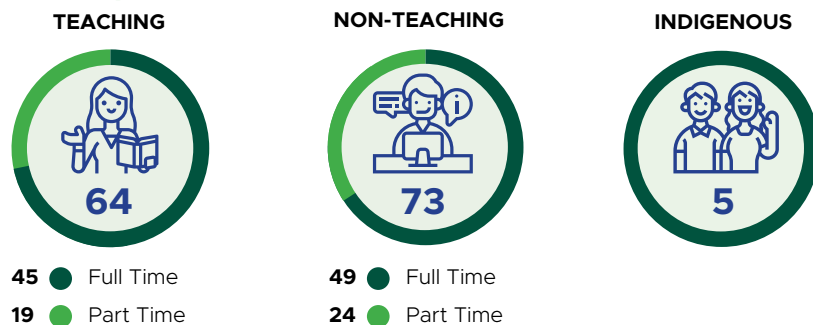
The **potential job prospects and connections** with esteemed people in certain industries.





Workforce Information

Staff Composition



Qualifications of all Teachers:

Qualification	Detail the number and/or the percentage of classroom teachers and school leaders at the school who hold this qualification
Doctorate or higher	3%
Masters	18%
Bachelor	100%
Diploma	35%
Certificate	12%

Teacher Participation in Professional Development

Summary of professional development 2023

Description of professional development activity	Number of teachers participating in activity
QCAA Curriculum Seminar/webinar	15
QCAA Confirmation/Assessment	4
QCAA Marker Training	6
Other Curriculum Workshops	26
ISQ	9
Pastoral	7
Vocational Education & Training	2
Special Needs	1
First Aid Training	15
CPR Training	34
Fire Safety Training	64
Workplace Induction Training	64
Child Protection Training	64



Expenditure on Professional Development:



64
number of **teachers**

\$42,965

total expenditure of teacher professional development



\$671.33

average expenditure on professional development per teacher

Staff attendance for the School, Based on unplanned absences of sick and emergency leave periods of up to five days:

137
number of **staff**

190
number of **school days**

605
total days **staff absences**



97.7%
average **staff attendance rate**

For permanent and temporary classroom teachers, the **average staff attendance rate** in 2023 was **97%**

Teaching Staff Retention:

53
number of permanent teaching staff **at end of previous year**



48
number of permanent teaching staff **at end of following year**

90.6%
retention rate

Student Outcomes

Average student attendance rate 2023

Number of school days in program year	Average number of all students	Total number of all student absences	Average attendance
181	458	8,435	89.70%

Average student attendance rate for each year level

Year level	Average number of students in each year level	Total number of all student absences in each year level	Number of possible days attendance	Total attendance	Average attendance rate for each year level as a percentage
Pre-Prep	24	760	3667	2907	79.27%
Prep	34	408	6125	5717	93.34%
1	39	532	7014	6482	92.42%
2	25	313	4540	4227	93.11%
3	30	295	5387	5092	94.52%
4	28	321	4993	4672	93.57%
5	24	236	4299	4063	94.51%
6	22	475	3923	3448	87.89%
7	71	897	8636	7739	89.61%
8	33	643	5929	5286	89.16%
9	35	754	6954	6200	89.16%
10	48	1382	8658	7276	84.04%
11	33	717	6258	5541	88.54%
12	32	702	5487	4785	87.21%
TOTAL	478	8,435	81,870	73,435	89.70%

Apparent Retention Rate Years 10 to 12

	Year 10 base	Year 12	Retention rate %
Number of students	37	32	86.5%

Year 12 student enrolment as a percentage of the Year 10 cohort is 87%.

Management of non-attendance:

Parents must inform the College if their child cannot attend the College before 8:20am each day. They can provide this information via the College app or an email address (studentservices@clayfield.qld.edu.au) to explain their child's absence. The College is concerned about the safety and, as such, keeps accurate records of student attendance. Attendance is recorded on the College's database. The marking of the rolls is a duty of the responsible teacher and cannot be delegated to students, parents or student teachers. The Student Services team are responsible for collating the attendance data. Any unexplained absences are accounted for. This results in an SMS message being sent to the parents/guardians designated mobile phone numbers for that student on the morning of the absence. If we do not get a response from the parent/guardian, we will then call them, until we have an explanation for all absences on a day.

NAPLAN results for Years 3, 5, 7 and 9 in 2023

	Year 3 (2023)	Year 5 (2023)	Year 7 (2023)	Year 9 (2023)
Reading				
Average Score (School)	474	542	578	590
Average Score (National)	404.6	495.9	536.3	564.4
Writing				
Average Score (School)	502	529	565	617
Average Score (National)	416.3	482.9	533.7	566.6
Spelling				
Average Score (School)	474	533	557	590
Average Score (National)	403.7	488.7	539.4	567.7
Grammar and Punctuation				
Average Score (School)	515	558	586	595
Average Score (National)	403.7	496.7	538.9	556.7
Numeracy				
Average Score (School)	475	518	576	586
Average Score (National)	407.3	487.6	538.4	567.7

Further information can be obtained on the My School website www.myschool.edu.au

Year 12 Outcomes:

Outcomes for our Year 12 cohort 2023	
Number of students awarded a Senior Education Profile	33
Number of students who received an ATAR	30
Number of students awarded one or more Vocational Education and Training (VET) qualifications	6
Number of students awarded a Queensland Certificate of Education at the end of Year 12	33
Percentage of Year 12 students who received an ATAR above 90	48%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer	100%

Post-school Destination Information (Class of 2023)

Institution	Students	Study Area	Students
QUT	5	Business/Justice	1
UQ	15	Communication/Justice	1
ACU	0	Laws/Criminology	1
Griffith University	2	Nursing	1
University of Sunshine Coast	1	Business/Communication	1
University of New South Wales	1	Built Environment	1
James Cook University	1	Music	1
		Psychology	2
		Engineering/Master of Engineering	1
		Sport and Exercise Science	1
		Fine Arts - Visual Arts	1
		Physiotherapy	1
		Business Management/Commerce	2
		Biomedical Science/Medicine	4
		Mathematics/Education (Secondary)	1
		Advanced Finance and Economics	2
		Science	1
		Paramedicine	1
		Business/Laws	1

2023 Statistics



ATAR
eligible



of students achieved
**Queensland Certificate
of Education**



15% of ATAR candidates obtained an ATAR
greater than or equal to 97

50% of ATAR candidates obtained an ATAR
greater than or equal to 90

85% of ATAR candidates obtained an ATAR
greater than or equal to 80

95% of ATAR candidates obtained an ATAR
greater than or equal to 75

**Highest
ATAR of**

98.7 



78% achieved
A or B grade
within subjects

**Median
ATAR of**

90.5 

19%

of students achieved
VET Qualifications



6

Students
participated in their
**Gold Duke of
Edinburgh Award**



1

Student completed
Cert III in Fitness



5

Students
completed **Diploma
in Business**



8

Students in **SHINE
Athlete Support and
Enrichment Program**

*Data is based on the results of students who gave consent for their ATAR to be released.

Financial information

Although operated independently, Clayfield College is owned by the Presbyterian and Methodist Schools Association (PMSA) and is a part of a single legal entity which is the PMSA.

The PMSA works to ensure that the group performance is achieved and optimised through a range of defined oversight and governance processes and prudent financial management.

All income that Clayfield College receives from fees, donations, government grants and any other source is used entirely to operate and develop Clayfield College.

As a part of the PMSA Group, Clayfield College financial accounts and financial

statements are prepared by the School's Business Manager and presented to and ratified by the PMSA's Finance and Audit Committee. These are independently audited by KPMG and then consolidated into the PMSA Group special purpose financial statements for reporting.

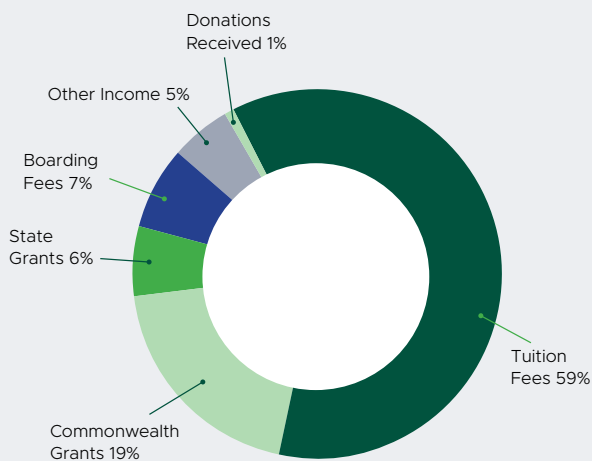
The PMSA's audited financial statements are prepared in accordance with all the relevant Australian Accounting Standards required by the Australian Charities and Not-For-Profits Commission (ACNC) Act 2012. Unless otherwise stated, these financial statements have been prepared on an accrual basis and in accordance with the historical cost convention.

Each year, PMSA schools pay an amount to the PMSA to cover PMSA group governing costs and collective expenses such as auditing, compliance, and other consolidated expenses for each of the schools.

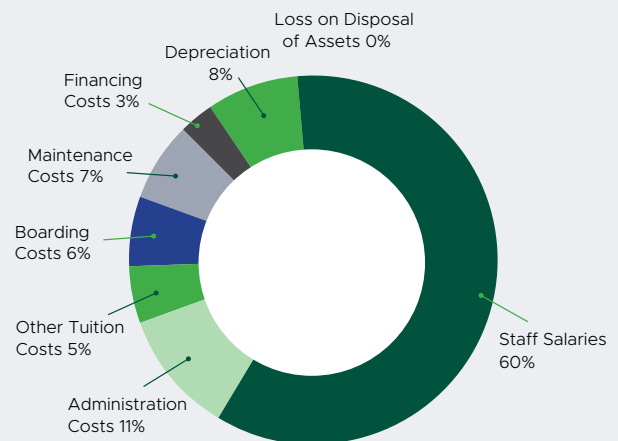
A financial summary of the PMSA accounts is publicly available in the PMSA Annual Report on the PMSA website, and the consolidated audited financial statements are available on the ACNC registry. Accounting policies are published in these accounts.

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

Operational Income 2023



Operational Expenditure 2023



From the Chaplain

"I believe that each of us carries a bit of inner brightness, something entirely unique and individual. A flame that's worth protecting. When we are able to recognize our own light, we become empowered to use it. When we learn to foster what's unique in the people around us, we become better able to build compassionate communities and make meaningful change." – Michelle Obama, *The Light We Carry: Overcoming in Uncertain Times*

When we let our light shine, even if it is only a glimmer, we make a difference in the world. Each of us has the opportunity to bring kindness and joy into our community by bringing our best self to each day. It is a choice that we make daily in our interactions with others.

Philippians 2:15-16 says, You must shine among them like stars lighting up the sky, as you offer them the message of life.

The metaphor of shining like stars in the sky is particularly poignant. Stars illuminate the darkness, providing guidance and a sense of direction. Similarly, followers of Jesus are called to be beacons of light in a world that often seems darkened by moral ambiguity and confusion. The verse challenges us to stand out, not through self-righteousness, but through a genuine commitment to living out our faith in a way that draws others toward the light of God's love and hope.

In our College, we encourage each person to discover their potential and contribute their talents and gifts to build our community. The call to shine as stars is a challenge to stand out and counter prevailing norms. When we hold to the values of Christ and live in a way that reflects his transformative power we are like stars shining in the dark night.

It is a reminder to live authentically, reflecting the light of God's love in a world that desperately needs it. It is a call to moral excellence, a challenge to stand firm in one's faith, and an invitation to be a source of guidance and hope in a world that often feels adrift.



About the PMSA

The Presbyterian and Methodist Schools Association (PMSA) owns four outstanding Queensland independent schools – Brisbane Boys’ College, Clayfield College, Somerville House and Sunshine Coast Grammar School.

Established in 1918, the PMSA is a joint mission of the Uniting Church in Australia, Queensland Synod and the Presbyterian Church of Queensland to provide education founded on the strength of Christian faith and values.

Today, 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 a fulfilling and satisfying life and make a meaningful contribution 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 are guided by our shared values that reflect our heritage, inform our strategic vision and guide us in all that we do.

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

Care – We care for our people. We 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 our potential.

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





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