Annual Report

2025

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 9 and girls-only from Year 10 to Year 12. The College is also a boarding school for girls and boys, 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 2025 calendar year.

Our Mission

Clayfield College exists to partner with parents in the formation of motivated and conscientious, global-minded citizens, who will impact their world through lived integrity, sustainability, inclusivity and service.

Our Vision

By 2028, Clayfield College will be a thriving co-educational school that adds life-long value to students, who in turn, go on to serve others. The Clayfield College light will shine through students, staff and Old Collegians who create a better world. We will achieve this vision through consistent focus on four strategic pillars that will guide our decisions and actions:

1. Learning by design
2. Wellbeing through belonging
3. Learning from experiences
4. Sustainability with responsibility

Our Motto

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

We fuel the fire for students by creating a sense of purpose and a community families want to belong to. By fostering a progressive educational environment, we prepare and educate every student 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 to Year 9
Single Sex - Female	Year 10 to Year 12
Characteristics of the Student Body*	
Total Enrolments (November 2025)	
Primary Students	314
Secondary Students	310
Total Enrolments	
Students	624

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

Highlights 2025

Our community brought our guiding theme, *'Be Fearless – Let's Illuminate the Sky,'* to life throughout 2025.

Learning by Design

Class of 2025 ATAR Results

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

- 6 % of ATAR candidates obtained an ATAR greater than or equal to 99
- 43 % of ATAR candidates obtained an ATAR greater than or equal to 90
- 57 % of ATAR candidates obtained an ATAR greater than or equal to 80
- Median ATAR of 89.00

Result	% achieved
A	33
B	37
C	27
D	3

Illuminate Extension Program

The 2025 *Illuminate* Extension Program offered students from Years 4 to 9 the opportunity to extend their learning beyond the classroom by engaging in passion projects in Humanities, English, STEM, and Music.

Wellbeing through Belonging

Care@Clayfield Staff and Parent Series

The Care@Clayfield Speaker Program delivered two events aligned with the Care@Clayfield Wellbeing Framework, each featuring an afternoon student session and an evening parent session to ensure consistency of wellbeing messaging across school and home. Presented by Tony Parsons and Jonny Shannon, the sessions explored connection, belonging and relationships, alongside contemporary challenges affecting young people, including resilience, mental health, bullying and online safety. Together, these events strengthened alignment between school and home and reinforced a shared approach to supporting student wellbeing and engagement.

Sustainability with Responsibility

The EDGE – A Bold New Era of Learning

Our campus facilities were further enhanced to support the learning journeys of our students. Most significantly, 2025 saw the official opening of The EDGE (Entrepreneurship, Design, Growth and Engineering), the first new building for the College since 2009. Following its opening, the workshops and learning spaces quickly became vibrant hubs of activity, empowering students to innovate, design, and lead with entrepreneurial spirit.

Connected Community

Our flagship community event, **On the Green**, brought together a crowd of more than 1,500, with Kate Ceberano headlining the evening. Guests were on their feet throughout, enjoying a performance marked by warmth, generosity and exceptional musicianship. Highlights included collaborations with several of our Senior Choirs.

Opportunities to gather and connect were woven through the year. These included P&F Welcome Functions, Luminous Lunch, Mother's Day and Father's Day Breakfasts, Beyond Boarders Grandparents' Day, the LUX 25 Exhibition and the annual Carols Service.

Giving Day in 2025 exceeded all targets, reflecting the strong commitment of our community and the leadership of the Clayfield College Foundation in fostering a culture of philanthropy.

The **CCOCA Future Leaders Program** created meaningful opportunities for students to engage with alumni, including the Industry Networking Collective, supporting mentorship and professional insight.

The **Spirit of Clayfield Awards** celebrated students, staff, alumni and community members whose contribution continues to shape the life of the College. Recipients were acknowledged at the 2025 Foundation Day Assembly.

Learning by Experiences

Alice in Wonderland Jr. Musical

Auditions and a six-month rehearsal process began in 2025 for students in Years 4 to 9 as they embarked on a creative journey towards *Alice in Wonderland Jr.*. Through workshops with industry professionals and Opera Queensland, students developed and refined their performance skills in preparation for the production.

Opus Concert Series

Throughout the year, our Primary and Secondary students participated in a wide array of performances, including our Opus Concert Series. A standout moment was the Opus 3 concert at Saint Andrew's Uniting Church, which presented a vibrant and diverse program featuring an original composition by one of our Year 12 Music Extension students.

Sports

The QGSSSA program continued to show strong depth and competitiveness, with Artistic Gymnastics a standout, securing premiership pennants in Open, B, C and D Grades, placing second in A Grade and fourth in Year 7.

Our QGSSSA Open and Senior A Tennis teams finished runners-up, AFL was introduced across the Andrews Cup and Britton Shield competitions, and our Andrews Cup Swimming, Cross Country and Athletics teams each secured the Percentage Cup in their respective championships.

The Secondary Boys Sport program continued to expand, with students participating in Basketball, Touch Football, Mountain Biking and Sailing, including the Touch Football team reaching its first final.

Trips and Tours

Our students embraced exceptional learning experiences across Australia and internationally through opportunities such as the Cambridge Scholars' Program, the Duke of Edinburgh International Award, school exchanges with Pymble Ladies' College and Trafalgar Castle School, and the Spanish Trip.

IGNITE Program

The IGNITE Program encouraged Secondary students to step beyond routine and contribute to the community through activities such as charity cardmaking, cooking for Community for Compassion, repurposing uniforms, visiting AVEO Retirement Village, gratitude writing, and assembling stationery packs. The program concluded with a visit from Milpera State High School, further enriching students' cultural awareness and social understanding.

A Message from the Chair and Chief Executive Officer

As we reflect on 2025, we give thanks for God's faithfulness and for the commitment of our schools, staff and communities.

Guided by the PMSA vision of "Inspiring globally minded, caring communities through exceptional educational experiences, empowered by the Christian faith", our schools pursued strong outcomes, purposeful investment and deeper collaboration, while meeting challenges that sharpened our focus on stewardship, care and integrity.

Educational excellence and student achievement

Across the PMSA schools, our students benefited from high-quality teaching, personalised support and rich opportunities in learning, sport, culture and service. Senior academic results were especially strong, reflecting expert teaching, effective academic mentoring and wellbeing support, with many students achieving outstanding ATAR and subject outcomes and earning commendations across the group.

Christian mission and faith-in-action

Christian faith remains at the heart of the PMSA, expressed through worship, pastoral care, service and the relational life of our schools. Chaplaincy teams nurtured faith and wellbeing through chapel, camps and service initiatives, while the Christian Mission, Service and Training Assistance Program supported mission and service locally, nationally and overseas—deepening compassion and global awareness.

Investing in campuses and learning environments

Throughout 2025, the PMSA invested strategically into our campuses to support contemporary learning, wellbeing and community life, progressing major works across the group (including Sunshine Coast Grammar School, Brisbane Boys' College, Clayfield College and Somerville House) alongside ongoing campus improvement projects.

Growing stronger together as a group

The PMSA strengthened as a connected group of schools and Early Learning Centres, building shared capability while celebrating each school's distinctive character. Collaboration increased throughout the year, supporting alignment in safeguarding, risk, finance, people and culture, education services and ICT amongst other areas.

Child safeguarding and preparation for the new Child Safe Standards

The safety, wellbeing and dignity of every child in our care is foundational to the PMSA mission and to the trust placed in us by families and the wider community.

In 2025, we progressed group-wide readiness for Queensland's revised Child Safe Standards (effective 1 January 2026), strengthening policies, training and reporting processes through a whole-of-group approach, with active Board oversight. Early preparation also commenced for the introduction of the Reportable Conduct Scheme from July 2026, reinforcing our commitment to a culture where students are safe, heard and respected.

Governance, stewardship and sustainability

Strong governance and responsible stewardship remained central priorities in 2025. We strengthened governance frameworks, updated policies, enhanced risk management and responded to an increasingly complex regulatory environment.

While enrolments remained strong, rising costs and one-off events required careful financial management and continued refinement of processes and controls.

Challenges faced and lessons learned

As with any year, 2025 brought challenges alongside success. These included regulatory complexity, workforce pressures and heightened community expectations. These moments reinforced the importance of strong systems, clear communication and leadership grounded in values.

Our thanks

We thank the PMSA Board and Committees for faithful leadership and stewardship; our founding churches for enduring partnership and prayerful support; and our School Advisory Councils, foundations, parents and community groups. We also thank our principals, teachers, professional staff, chaplains and Group Office teams, and above all our students, whose achievements, compassion and character give great hope for the future.

Looking ahead

As we look to 2026 and beyond, we do so with confidence grounded in faith, strengthened by collaboration and guided by purpose. We remain committed to nurturing outstanding people in world-class educational environments enriched by the Christian faith, enabling each person to develop their God-given potential and lead for positive impact.

Mr Wayne Knapp
PMSA Chair

Mr Alan Swanson
PMSA CEO

From the Principal

Henri Matisse's observation that '*Creativity takes courage*' provides a fitting lens through which to reflect on 2025 at Clayfield College. This idea informed the College's guiding theme for the year, '*Be Fearless – Let's Illuminate the Sky*,' which emphasised courage, creativity, and commitment as essential qualities for learning, growth, and community life. The theme encouraged students and staff to embrace challenge, explore new possibilities, and strive to shine both individually and collectively.

Throughout the year, this theme was evident across academic, co-curricular and boarding programs. Students engaged enthusiastically in courageous learning experiences, including outdoor education, sporting pursuits, and creative and investigative work through the Illuminate Extension Program. The opening and use of The EDGE (Entrepreneurship, Design, Growth and Engineering) Building enabled innovative teaching and learning, with students making enthusiastic use of new learning spaces and equipment. This space has also facilitated the opportunity to expand the co-curricular opportunities for students to include robotics and coding. Creative excellence was also showcased through LUX, the Opus Concert Series, and performances at Speech Night, reflecting both talent and sustained effort. Within the boarding community, students worked closely with staff to create a home away from home, forming strong bonds of friendship and support.

Several highlights illustrated the breadth of student opportunity in 2025. Students performed alongside Kate Ceberano at *On the Green*, demonstrating professionalism and confidence on a significant public stage. Others travelled across Australia and internationally to compete in sporting and academic competitions, while a group of students undertook a short academic course at Cambridge University, testing themselves in a demanding global academic environment. Mountain biking, emerging team sport opportunities, and expanded outdoor education offerings continue to add to the College's co-educational pathways where students develop resilience, teamwork, and integrity.

The delivery of The EDGE required close collaboration between the Corporate Services Team and builders, particularly during periods of extraordinary rainfall and a cyclone that interrupted construction. Staff formed working groups to commence the development of a Professional Learning Framework, Lighthouse Champions supported the staged implementation of the Schoolbox Platform, academic staff shared classroom practice through the 'Walk through Wednesday' initiative and staff shared during professional learning sessions the way they used AI to support student learning and their classroom practices.

In 2025, Christian Ministry continued to develop a shared understanding of faith through engagement with the Christian Education curriculum, weekly chapel worship, Faith Week, Boarding House ministry, ISCF events, Faith in Action initiatives, and student-led ministry moments. Students contributed time and effort to community initiatives through Compassion 4 Community, Smith Family reading support and refugee advocacy, amplifying their good deeds and allowing faith through service to shine within and beyond the College community.

Central to 2025 was the positive culture evident among students. Teamwork, sportsmanship, kindness, and respect were consistently demonstrated, guided by the College's House mottos and traditions. As the year concludes, it is clear that Clayfield College's strength lies not only in its programs and facilities, but in its people. *Team Clayfield* remains proud of its history and fearless in the way it continues to illuminate the sky.

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

At the beginning of this year, Dr Cousins challenged us all to '*Be Fearless - Let's Illuminate the Sky.*'

This meant being fearless in our day-to-day endeavours, being fearless in chasing our goals, and most importantly being fearless in our support of one and other. In this spirit, the 2025 Annual Report serves to fearlessly illuminate the accomplishments of 2025. It offers a heartfelt reflection on the learning, development and joy our students have experienced throughout the year, capturing the essence of their remarkable progress and achievements.

At the core of this journey is the heart and soul of our College community - our students. Their hard work, curiosity, and commitment inspire us all. Our students are the reason we strive to create an environment where learning thrives, and we are immensely proud of all they have accomplished. My thanks to our parents for their unwavering support and involvement in the life of the school. Our parents' dedication and partnership play an invaluable role in enriching the life of our school. And to our exceptional staff, I express my deepest gratitude. The dedication and care of our staff ensure each student is encouraged to discover their potential and dream big.

I would also like to extend my sincere thanks to our Principal, Dr Cousins and the Senior Leadership Team. Their vision, energy, and guidance have been instrumental in leading our College forward. Their efforts in fostering an inclusive, dynamic and nurturing environment are deeply appreciated.

To my fellow Advisory Council Members - Mr Steve Wilkins, Dr Amanda Olsson, and Professor Christine McDonald, thank you for your support and invaluable contributions. Your commitment has helped to strengthen and enrich our College community over this past year.

Clayfield College has continued to grow in 2025. At the beginning of Term 3, we opened The EDGE Building, a new learning and innovation hub at Clayfield College, designed for design, growth and engineering. This new building represents the College's commitment to future-focused learning and STEM education. Not only that, it is a symbolic representation of the milestones achieved on our journey of growth and for that I would like to sincerely thank the determination and support of our community, the PMSA, especially CEO Alan Swanson and PMSA Chair Wayne Knapp.

As we continue to grow, we remain grounded in what makes this place special: a deep sense of connection and community. This is not something that happens by chance—it is cultivated daily by every student, staff member, and family in our school where every child is known, valued and understood. It is what makes Clayfield such a special place.

As we reflect on the past year, let us celebrate the achievements we've shared, the challenges we've overcome, and the opportunities that lie ahead. With gratitude for the lessons learned and excitement for the future, I look forward to seeing our students continue to be fearless on their learning journeys.

Mr Jamie Sutherland
Advisory Council Chair

Strategic Plan (2023-2027)

In 2023, 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. Our focus is to personalise learning by providing tailored educational experiences that ensure each student receives the appropriate assistance and challenge to thrive academically.

In our classrooms, academic learning is guided by a commitment to nurturing strong relationships fostering connection and trust. A growth mindset is encouraged, allowing students to embrace challenges as opportunities for progress. Through explicit teaching, learners gain clarity and confidence, while self-directed learning opportunities empower them to take ownership of their educational journey. Differentiation ensures that students' unique strengths and needs are recognised, creating an inclusive environment where all can flourish.

Students engage in a varied array of learning experiences, both within and outside the classroom, enriching their scholastic journey and enabling well-rounded development. Students can access both in-class support and extension opportunities, fostering an inclusive learning environment that caters to diverse intellectual needs.

Extension activities provide significant educational benefits by furthering holistic student development. Participation in excursions, incursions, competitions, clubs and academic programs such as *Illuminate*, cultivate critical thinking, collaboration and adaptability, skills essential for success in higher education and professional environments.

The Cambridge Scholars' Programme allowed students in Years 9 and 10 to travel to Cambridge University, study fascinating new subjects with other talented students from around the world and visit some of Britain's most famous sites. The program offered a rich academic menu, with popular choices including International Relations, Philosophical and Creative Thinking, Criminal and Forensic Psychology and Mind Games. Each subject was taught by passionate tutors from Cambridge University or leading schools in the United Kingdom. These courses challenged students to think critically, broaden their perspectives, and explore new areas of interest under the guidance of expert tutors.

Year 9 and 10 Drama students took part in the Queensland Theatre Scene Project, working with professional actors and performing at the Queensland Theatre Company, whilst Years 7 and 8 enjoyed incursions including a Circus performance and Grin and Tonic's *The Twits*, broadening their theatrical experience.

Year 12 Music students refined their skills in masterclasses with the Queensland Symphony Orchestra. Choirs and ensembles engaged in workshops with Opera Queensland and renowned artist Kate Ceberano, culminating in memorable performances at *On the Green*. Allegria shone at the Opera Queensland Gala Event and the VIEW Clubs President's Dinner. Combined choral workshops with Brisbane Boys' College further enriched the year, celebrating excellence, partnership, and the joy of music.

Year 10 students travelled to Spain and immersed themselves in the culture as well as undertaking Language lessons to improve their reading, writing, speaking and social interactions.

The STEM program thrived, with ambassadors leading activities. Highlights included the Year 12 marine biology fieldwork, Pi Day celebrations, visits to research institutes, and a vibrant Science Week.

The 2025 *Illuminate* Extension Program offered students from Years 4 to 9 the opportunity to extend their learning beyond the classroom by engaging in passion projects in Humanities, English, STEM, and Music. Students in the STEM Illuminate Program explored diverse projects, from testing hand sanitizers and acne treatments against bacteria, to investigating wastewater cleaning, aerodynamics of radio-controlled planes, viability of sail-mounted cars, wind tunnel demonstrations, heavy-metal removal from soil, and the effects of sunscreens on plant chlorophyll. The 2025 Humanities and English Illuminate program encouraged students to explore the theme of 'fearless' through literature, media, and history. Engaging in debate, analysis, and creative expression, students honed their writing before producing either an original piece or analytical response. Academic Assemblies, including Scholars' Assembly and Speech Night, honoured intellectual excellence across Years 7–12, recognising student achievement and highlighting how hard work and perseverance lead to success. These assemblies celebrated the dedication and resilience that enable students to reach their full potential and

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served as a reminder that scholarship is a shared journey that strengthens our culture of learning.

Staff professional development remained a key focus, with teachers participating in Walkthroughs to observe peers, share expertise, and adopt new strategies. This commitment to ongoing growth fostered collaboration, innovation, and a culture of excellence across staff. Teachers also upskilled in the use of our new Learning Management System, Lighthouse. After a successful Term 4 pilot with students in Years 3, 6, and 10, the platform will be stepped out across all year levels in 2026 to enhance visibility and communication between school and home.

Our dedicated teachers took a lead role in the realm of education. Head of English, Humanities and EAL, Ms Emily Rossow, and 2IC, Ms Sian Graham, co-presented at the Australian Association for Teachers of English/ Australian Literacy Educators' Association joint national conference in Hobart. Head of Business, Entrepreneurship and Performance, Mrs Chantal Carter, presented at the State Conference for Business Educators Australia.

Special Assemblies to mark Foundation Day, Harmony Day, ANZAC Day and NAIDOC Week highlighted the strength of our multicultural College community, and its capacity to grow through inclusion, respect, and shared experiences. House Spirit was evident at House led assemblies, Interhouse Competitions, Giving Day and Arts Day.

LUX 25 brought our campus to life with a celebration of the Arts. The whole-school Art Exhibition, combined with performances in dance, music, drama, and languages showcased the breadth of student creativity. Guests viewed artworks, voted for the People's Choice Award, and enjoyed international cuisine.

The Primary School

The Pre-Prep Program operates under the regulatory oversight of the Australian Children's Education and Care Quality Authority (ACECQA). In accordance with ACECQA requirements, the program is governed by the National Quality Framework (NQF), which serves as the guiding framework for operational practice. The NQF comprises seven distinct quality areas that act as benchmarks for all early childhood education and care services. These include standards related to educational programming and practice, children's health and safety, the physical environment, staffing arrangements, relationships with children and families, collaborative partnerships with the community, and effective leadership and governance.

The Pre-Prep Program has experienced another dynamic year, building on a strong foundation of excellence in practice supported by a stable and cohesive staff team. The Educational Leader, Ms Angela Lord, completed her Certificate III in Early Childhood Education and Care in August 2025. Her increased knowledge and understanding were clearly reflected in ongoing refinements to programming documentation, with a particular focus on clearly capturing the cycle of learning and demonstrating how children's interests inform planning and assessment.

While maximising opportunities for uninterrupted play remains a priority, specialist lesson offerings continue to be an integral component of the Pre-Prep Program. Students engage in a range of weekly learning experiences, including Learn to Swim (Terms 1 and 4), Spanish, Gymnastics, Library and Music, all of which strengthen their connection to the broader College community. Additional co-curricular activities such as dance, tennis and gymnastics have successfully extended the school day for families requiring care outside Pre-Prep hours. Strict written authorisation and sign-out procedures ensure these arrangements align with National Quality Standard (NQS) requirements.

The Pre-Prep classroom and entryway were refreshed during 2025, supported by Capital Works grant funding applied for in 2024. Improvements included widening the entry pathway, replacing adjacent retaining walls and gardens, creating a dedicated Pre-Prep staffroom by combining two smaller spaces, installing an oven in the kitchen to support cooking as part of the curriculum, and replacing classroom flooring.

As the first formal year of schooling, the Preparatory Year places strong emphasis on the development of foundational literacy skills. The Promoting Literacy Development (PLD) structured synthetic phonics program is well embedded in Prep and extended through Years 1 to 4, with all core teachers trained in its methodology. Targeted teaching groups are formed using termly spelling placement data, enabling personalised learning plans for each student. Differentiated grouping in guided reading, writing and mathematics sessions supports teaching at each child's point of need. Units of Inquiry, Personal Development and Technology further enrich the Preparatory curriculum, while Bush School and Gymnastics remain distinctive and valued offerings.

A balanced curriculum underpins meaningful and engaging learning experiences across the Primary years. Core academic subjects, English, Mathematics, Science and Social Sciences, provide a strong foundation while intentionally fostering critical and creative thinking. This is complemented by a rich specialist program, including Music, Visual Art, Languages (Spanish and Mandarin), Health and Physical Education, and, for Upper Primary students, Design Technology and Food Technology.

In Year 3, the Strings Program provided every student with the opportunity to learn a stringed instrument, further strengthening the College's Music program. In Year 5, students participated in an Entrepreneurship Program led by the Secondary School's Head of Business, Entrepreneurship and Performance, Mrs Chantal Carter. The program introduced concepts such as idea generation, business fundamentals and basic economics and concluded with a student showcase event.

Illuminate, the College's enrichment program for high-achieving students in Creative Writing, STEM and the Creative Arts, continued to provide opportunities for deeper inquiry and creative challenge. Students in Years 4 to 6 engaged in personal inquiries, group projects and external competitions, culminating in a showcase for families.

Support in the Primary School is tailored to individual student needs and may include in-class assistance, targeted sessions with an additional teacher, or small-group programs delivered by the Learning Enrichment or EAL/D teams. Literacy intervention is specifically supported through the MiniLit and MacqLit programs developed by Macquarie University.

Digital Technology supports learning at every stage, with effective and safe use introduced from Pre-Prep onwards. Cybersafety and digital literacy remain essential components of the Primary curriculum.

Strong partnerships with families are central to the Primary School program. Family engagement is actively encouraged and plays a vital role in enriching learning and strengthening community connections. Feedback and feedforward processes support student reflection and goal-setting. Twice each year, Gallery Walks provide families with opportunities to engage directly with classroom learning, while parent-student-teacher three-way conferences promote collaborative discussion of progress and future goals. Semester reports and e-portfolio feedback further support ongoing communication between home and school, ensuring families remain closely connected to their child's learning journey.

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The Secondary School

Students in Years 7 to 9 engage 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 study a wide variety of subjects. These include English, Mathematics, Science, Social Science, Design and Technologies, Food Technology, Digital Technologies, Engineering, 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 enable students to identify their passions and will assist with the selection of electives in the senior years.

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

In addition, they can choose three elective subjects in keeping with their personal strengths and interests. Electives offered include Chinese, Spanish, EAL Support, Drama, Music, Visual Art, Design and Technologies, Digital Technologies, Food Technology and Business and Entrepreneurship.

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

Year 10 forms a strong base for the study of senior General and Applied subjects. Students are 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 Learning Journey. Students are allowed to choose specialised English, Mathematics, Science and Humanities courses to study as part of the core curriculum. Three elective choices can be made from an extensive range of options including Accounting and Business, Design and Engineering, Economics and Legal Studies, Chinese, Drama, People, Places and Philosophy, Music, Historical Studies, Science/Biology, Chemistry/ Physics, Spanish, Visual Art, Physical Education, Specialist Mathematics and Vocational Education. All students will also study Christian Education and Health and Wellbeing. The SET planning process is highly individualised based on students' needs, abilities and potential career pathways. Each student receives targeted advice which aids in streamlining their subject selection process and aims at setting them up for success in Years 11 and 12.

In 2025, Clayfield offered 26 different subjects to students in Years 11 and 12. In the senior years, students undertake a range of internal and external assessments within their subjects and are engaged in a rigorous preparation program, which includes subject workshops, tutorials, and mock examinations. When choosing their senior pathways, students have the opportunity to study a university subject, additional senior subjects, a diploma qualification on campus or a vocational course through a recognised learning provider.

Engaging with the Feedback Cycle forms an integral part of our pedagogy. This includes feeding up, feeding back and feeding forward. Teachers continually engage with the Feedback Cycle to inform students of where they are headed, how they are progressing and what they need to do next. Ongoing Formative Assessment is used through units of learning to help monitor student progress while providing helpful feedback to educators so they can determine how students are moving forward. Progressive Reports are published following each piece of Summative Assessment, providing students with targeted feedback and feedforward comments which are both student specific and genre specific.

Using data to inform teaching and learning is also a key aspect of our practice. A Data Placemat is created for every student, which includes a range of academic and pastoral data, that assists teachers to provide each student with personalised support. The Data Placemats are updated each semester, and a key element of this process is student goal setting. Students are guided to set semester goals and actions for each of their subjects after reflection on their previous semester's results.

Across Years 7 to 12, technology is integrated into all learning areas, with subject resources delivered via the TEAMs and One Note platforms. A number of educational platforms such as *Writer's Toolbox*, *Education Perfect* and *ATOMI*, are also used to supplement classroom instruction.

The 2025 *IGNITE Program* encouraged students to step beyond routine and contribute to the community through activities such as charity card-making, cooking for Community for Compassion, repurposing uniforms, visiting AVEO Retirement Village, gratitude writing, and assembling stationary packs. The program concluded with a visit from Milpera State High School, enriching students' cultural awareness and social consciousness.

FUEL
BRUSHLESS

Co-Curricular Activities

Clayfield College provides a comprehensive co-curricular program that complements classroom learning and supports the holistic development of students across all year levels.

Through sport, creative and performing arts, outdoor education, service learning, debating and enrichment activities, students are encouraged to develop confidence, leadership, resilience and a sense of connection within the College community.

Outdoor education experiences in the Primary School support students in Years 4 to 6 to develop independence, problem-solving skills and teamwork. Students attended camps at Mapleton (Years 4 and 5) and Noosa North Shore (Year 6), where they engaged in challenge-based activities delivered in partnership with QCCC and Total Adventures. These experiences encouraged collaboration, resilience and confidence beyond the classroom, while providing opportunities for students to extend their personal capabilities in supportive and structured environments.

As part of the Year 6 curriculum, students also undertook a four-day Canberra tour as an extension of their Civics and Citizenship learning. The program included visits to key national institutions such as Parliament House, the Electoral Education Centre, the Museum of Australian Democracy and the Australian War Memorial. The tour was complemented by visits to the Australian Institute of Sport, Questacon and the Gallery of Modern Art, further enriching students' understanding of Australia's political, historical and cultural contexts.

In the Secondary School, outdoor learning through the camps program provided students across year levels with opportunities to build resilience, strengthen relationships with peers and staff, and navigate key transition points. Through shared challenges and reflection, students developed greater confidence and independence, contributing to a strong sense of belonging within the College community.

Our 2025 camp offerings occurred at a number of South-east Queensland locations, including Kenilworth, Mapleton, Noosa North Shore, and Helidon. In partnership with specialist outdoor education providers, students were appropriately challenged both physically and intellectually, with experiences designed to support individual growth while promoting teamwork, confidence and independence.

The Duke of Edinburgh Award program continued to thrive at Clayfield College providing students with valuable opportunities for personal growth adventure and service. Students actively participated across the Bronze Silver and Gold levels demonstrating commitment and perseverance throughout their award journeys.

In September, students participated in a sailing expedition around Moreton Bay where they faced unique challenges and developed essential navigation and maritime skills. The adventurous journey for 2025 was also the Moreton Bay sailing expedition building continuity and expertise within the program.

Beyond adventurous journeys students engaged in meaningful service physical recreation and residential experiences. Activities such as Homework Club, Community 4 Compassion and academic mentoring, enabled participants to give back to their communities. Involvement in initiatives including coaching Clayfield sporting teams and participation at Delta Gymnastics, which further enriched their experiences. Residential experiences included a service trip to Nepal offering students a profound opportunity for cultural exchange and service learning.

Together these experiences exemplified the spirit of the Duke of Edinburgh Award at Clayfield College fostering resilience leadership and community engagement and equipping students

with skills that will benefit them well into the future.

Within the Primary School, the Clubs Program was expanded to include a range of before- and after-school offerings, including needlecraft, robotics and book clubs, allowing students to explore personal interests and develop new skills in a supportive environment.

Students in Years 5 and 6 participated in the Queensland Debating Union's Primary School Competition in Brisbane, with four teams representing Clayfield College. This enrichment opportunity supported the development of critical thinking, public speaking and collaborative skills.

The 2025 Secondary School debating season saw enthusiastic participation from students across Years 7 to 10, with four teams proudly representing Clayfield College in the Queensland Debating Union (QDU) Competition. A new coach was added to the Debating Program in 2025 and throughout the Debating season, students, supported by their coaches engaged in four rounds of debates, demonstrating growing confidence in their critical thinking, public speaking, and teamwork skills. Each Debating team showed genuine commitment and steady improvement, contributing to a positive and supportive debating program within the College.

Clayfield College's co-curricular Creative Arts program offers a broad and engaging mix of opportunities for students across the school. The music program includes four string ensembles, two string quartets, six choral ensembles, two concert bands, the Year 5/6 beginner band program, Big Band, and the Year 3 string enrichment program, giving students many pathways to develop their skills and experience ensemble performance. Dance is also a valued part of the program, with students able to participate in the Secondary Dance Troupe or take part in Irish Dancing lessons in the Primary years.

Co-curricular music featured performances at Opus at Saint Andrew's Uniting Church and a combined choral concert with Brisbane Boys' College. Students also performed at the Luminous Lunch, Opera Queensland Gala Dinner and the children's ANZAC Service.

Our Dance Program highlights included Irish dancers performing at St Patrick's Day celebrations, Opus 4 and the Carols Service. The Dance Troupe performed at assemblies and school events and will feature in the 2026 musical.

The Artists Mentor Program was launched, connecting Primary and Secondary students with local artists. Drama students participated in workshops with Queensland Theatre Company. The LUX Arts Exhibition showcased outstanding student artworks from Years 1–12.

Throughout the year, many students also took part in the annual Solo Music Festival and string examinations held at the College, demonstrating their growth, dedication, and passion for music. Arts Day 2025 – 'Be Fearless' celebrated creativity across the College. House Dance routines were choreographed throughout Term 2, culminating in vibrant performances. Workshops included stage combat, jazz, salsa, music production, musical theatre, theatre sports and visual art, with specialist sessions led by Claudia Mazzotta (stitching design) and David Wells (portrait drawing).

On the Green was a major success, featuring guest artist Kate Ceberano. Students participated in morning workshops with Kate and rehearsed alongside Canzona, Ciao Bella and Ragazzi choirs. One Year 12 student was selected to perform with Kate on the day. Clayfield College Big Band and James Prendergast were featured artists, along with Old Collegian Chloe Noon (Class of 2024).

Alice in Wonderland Jnr. rehearsals began following Semester 2 auditions in 2025, with 50 students from Years 4-9 cast in the production. Secondary students supported through backstage and mentoring roles. Students also engaged in workshops with Opera Queensland, enriching the overall quality of the production.

In 2025, the Clayfield College Sport program continued to strengthen its position as a key pillar of student engagement and development. Participation remained high across all year levels, supported by a broad and inclusive offering that catered to both emerging and high-performing athletes. A strong emphasis was placed on creating positive and purposeful sporting experiences, where students were encouraged to challenge themselves, contribute to team environments, and

represent the College with pride. This approach continues to foster a culture where sport is valued not only for performance outcomes, but for its role in building confidence, connection, and resilience.

Representative Honours

In 2025, student engagement in representative sport pathways remained strong, with a number of athletes progressing through District, Metropolitan and State/National level selections. These opportunities continue to play an important role in extending students beyond the College environment, enabling them to compete at higher levels while developing independence, resilience, and a deeper understanding of their sport. The College remains committed to supporting students in balancing these opportunities alongside their academic commitments.

Andrews Cup and Britton Shield

The Andrews Cup and Britton Shield competitions are integral components of the Primary School Sport program, providing students in Years 2 to 6 with valuable opportunities to participate in interschool sport. These competitions support the development of fundamental movement skills, teamwork, resilience, and sportsmanship, while offering a positive and inclusive introduction to competition.

The Andrews Cup program caters for girls in Years 2 to 6 and offers a broad range of sporting opportunities, including Artistic Gymnastics, AFL, Athletics, Basketball, Cross Country, Football, Netball, Swimming, Tennis, and Touch Football. Clayfield College experienced an outstanding year in Andrews Cup competition throughout 2025. Notably, the Swimming team secured the Percentage Cup for the tenth consecutive year, reflecting sustained excellence and depth within the program. This success extended across championship sports, with Clayfield also claiming the Cross Country and Athletics Percentage Cups, highlighting a strong culture of participation and consistent performance.

A highlight of the year was the introduction of Andrews Cup AFL. Clayfield College entered two teams in the invitational competition for the first time, with both teams demonstrating strong skill, determination, and College spirit. The B Grade team achieved an impressive second-place finish, marking a successful expansion of the program and providing new opportunities for student engagement.

The Britton Shield competition, which caters for boys in Years 2 to 6, continued to grow and evolve in 2025. The program expanded further with the introduction of AFL, increasing the number of sports offered to eight: AFL, Aquathlon, Basketball, Cricket, Cross Country, Football, Swimming, and Touch Football. Participation increased across all year levels, reflecting strong engagement and enthusiasm among students.

Clayfield College achieved strong results across the Britton Shield competition, securing the Aggregate Swimming Trophy, Aggregate Aquathlon Trophy, and the Under 12 Basketball Trophy. These achievements reflect both competitive success and a broad base of participation, underpinning the strength of the Primary Sport program.

Together, the Andrews Cup and Britton Shield programs continue to play a vital role in fostering a positive sporting culture within the Primary School, providing students with meaningful opportunities to develop skills, confidence, and a lifelong appreciation of physical activity and team participation.

QGSSSA Competition

In 2025, Clayfield College proudly fielded teams across a broad range of QGSSSA team sports, including Australian Rules (Junior and Senior), Badminton (Junior and Senior), Basketball, Football, Hockey, Netball, Tennis, Touch Football and Volleyball. A strong number of teams represented the College, reflecting sustained student engagement and a continued commitment to fostering teamwork, enjoyment and personal growth through sport.

Participation in Championship sports remained a key focus, with continued engagement in Artistic Gymnastics, Athletics, Cross Country and Swimming. These programs demonstrated commitment and resilience, with students embracing opportunities to represent the College and contribute to a positive and inclusive sporting culture.

A highlight of the year was the outstanding success at the QGSSSA Artistic Gymnastics Championships, where Clayfield College delivered exceptional results. The College secured Premiership Pennants in Open, B Grade, C Grade and D Grade, finished second in A Grade and achieved a strong fourth-place finish in the Year 7 division. These

results reflect both the strength and depth of the program and the dedication of our student-athletes.

Clayfield College also celebrated strong performances in QGSSSA Tennis, with the Open and Senior A teams finishing as runners-up, demonstrating skill, resilience, and competitive excellence throughout the season.

Across all programs, the continued growth in participation and performance highlights Clayfield College's commitment to providing high-quality sporting opportunities and fostering a culture of connection and school pride.

Secondary Boys Program

The Secondary Boys Sport program continued to grow in both participation and opportunity in 2025. Students engaged in a range of sports aligned with their interests, supporting both skill development and enjoyment.

Participation expanded across basketball, touch football, and mountain biking, with 30 students involved in club basketball, 13 students competing in touch football, and 18 students participating in the Mountain Biking program, including the Rocky Trail Academy Series. The PMSA Sailing program also continued to provide unique opportunities, with 6 students participating and developing new skills in a challenging and dynamic environment.

A highlight of the year was the touch football program reaching its first final, reflecting the growth, commitment, and development of the group across the season.

The continued expansion of the program reflects increasing student interest and reinforces the importance of providing diverse and meaningful sporting opportunities for boys within the College.

SHINE Program (Athlete Support and Enrichment)

The SHINE Program continued to play a significant role in supporting student-athletes in 2025, providing a tailored approach to balancing academic, wellbeing, and sporting commitments.

The program supported a diverse cohort of athletes across a wide range of sports, offering targeted strength and conditioning – introduction of Teambldr, academic flexibility, and wellbeing support.

Through structured training and individualised programs, students developed physical capacity, and an increased understanding of performance preparation.

The continued evolution of the SHINE Program reflects the College's commitment to supporting high-performing athletes while maintaining a strong focus on holistic development. The program remains integral in enabling students to pursue excellence in their chosen sports while maintaining balance across all aspects of College life.

Athlete Development - Strength and Conditioning

In 2025, the Clayfield College Athlete Development Program continued to evolve, with the Power Pavilion and Endurance Zone serving as central hubs for performance development. These spaces enabled the delivery of a structured and progressive strength and conditioning program, supporting athletes across a wide range of sports.

Through targeted strength, speed, and endurance training, students engaged in purposeful, periodised programs designed to enhance physical performance, support injury prevention, and build long-term athletic capacity. The integration of both gym-based and endurance-focused training allowed for a balanced approach to development, equipping students with the physical resilience and athletic foundations required to perform at their best.

The program also emphasised education, with students developing an understanding of training principles, recovery strategies, and the importance of consistency in achieving performance outcomes. This approach supports not only immediate sporting performance but also the development of lifelong habits in health and physical activity.

Interhouse Competitions

Interhouse competitions remain a defining feature of the Clayfield sporting calendar, engaging students from Pre-Prep through to Year 12 in a shared celebration of participation and school spirit. The program commences in the early years with a Pre-Prep to Year 1 Swimming Exhibition, Cross Country, and Athletics events, providing age-appropriate opportunities for students to experience competition in a supportive and inclusive environment.

From Years 2 to 6 and 7 to 12, students participate in Interhouse Swimming, Cross Country, and Athletics Carnivals, which not only foster strong House spirit and participation, but also serve as key selection events for College representative teams. These events encourage students to challenge themselves, contribute to their House, and strive for personal improvement.

The Interhouse program culminates in the awarding of the Champion House, determined through the accumulation of points across all Interhouse events throughout the year. This structure reinforces a strong sense of belonging and connection, while celebrating collective effort, consistency, and pride in representing one's House.

Social Climate

Pastoral Care

The College's Pastoral Care program continued to prioritise student wellbeing through a strong focus on Social and Emotional Learning to support personal growth, resilience, and self-awareness.

The Staff and Student Pulse Wellbeing Platform remained an important tool for monitoring wellbeing and enabling timely, proactive support, while reinforcing a positive culture of connection through gratitude acknowledgements.

The vertical House system for students in Years 6 to 12 further strengthened engagement, belonging, and leadership across the College.

Students across the College participated in targeted wellbeing and personal development programs delivered by guest speakers and external providers including Dollys Dream, BATYR, Elevate Education, and Empowerment Ed, addressing themes such as mental health awareness, respectful relationships, online safety, bullying, consent, study skills, and personal growth. Of note, Secondary School boys engaged in Empowerment Ed sessions focused on healthy masculinity and positive identity development.

The College also continued to recognise and participate in a range of days of significance that support the Pastoral Care program, including R U OK? Day, Men's Mental Health through involvement in the Push-Up Challenge, World Mental Health Day, and Bullying. No Way! Week, reinforcing key wellbeing messages and the College's ongoing commitment to a safe, inclusive, and supportive learning environment.

Christian Education

Christian Education classes and Chapel services were conducted weekly for students in Prep - Year 2, Years 3 - 6, Years 7 - 9 and years 10 - 12.

This year the College Commencement Service was well attended by students, staff and families to mark the start of the school year. Students in each of our Houses led an element of the service and the chapel band led the singing.

Our Primary ISCF group, led by our new Associate Chaplain Ms Tanya Mathias, met at lunchtime each week and provided a relaxed, fun program for younger students to socialise and share in a devotion and prayer. The Secondary ISCF group met weekly for an activity, discussion and prayer together.

Faith Week, led by our Chapel Captains in Term 3, had the theme 'Connected at Heart'. Activities such as a chalk mural in the Chapel Courtyard, Secondary students reading bible stories to lower Primary classes, 'Hearts of Hope' message wall, a special Primary service with guest artist Lynton Allan, banner painting, Prayer Bunting around the Chapel Courtyard and the cutting of a celebration cake, meant the week was a reminder to everyone that we are connected by God's love.

Some of our Secondary students participated in each of the four combined PMSA schools' Christian social events held across the year. In Term 4, we hosted a chapel service followed by beach volleyball which was a popular event for all students involved.

Service Learning

The Year 7 cohort led a significant community service initiative in support of students from Milpera State School, many of whom come from refugee backgrounds. The project centred on raising awareness of the challenges faced by refugee students both at school and at home, and on fostering empathy and action within the Clayfield College community.

To build this awareness, Year 7 students engaged the wider College through newsletter articles, assemblies, posters, and direct presentations to Primary classes. Their leadership and advocacy resulted in a highly successful collection drive, with students coordinating the donation of essential items such as toothpaste, toothbrushes, socks,

underclothes, t-shirts, and writing materials, any resources that directly supported the daily needs of Milpera students.

Later in the year, Clayfield College welcomed students from Milpera for a special visit. This provided the Year 7 cohort with the opportunity to meet the young people they had been supporting, strengthening the sense of connection and purpose behind their service. The day was a highlight for many students and reinforced the value of compassion, community engagement, and taking meaningful action to support others.

Another new initiative for this year was having ten Year 7 students involved in The Smith Family Reader support program during Terms 2 and 3. This involved them listening to a younger student read twice each week. This program was online and students enjoyed interacting with others from across the state.

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 and Year 11 students had the opportunity to volunteer weekly at Compassion 4 Community at Nundah. This experience gave students the opportunity to prepare and serve meals for people in need in the local area. The Year 10s also facilitated the Push-Up Challenge to raise awareness for Men's Mental Health week.

At the end of the year students in Years 9 and 10 were involved in three days of service activities – running workshops for elderly residents at a nearby retirement living centre, making Christmas Cards and Christmas decorations for distribution to charities and cooking food for the Compassion 4 Community Christmas lunch.

Personal Development and Wellbeing and Foundation

The Personal Development Program draws on a range of approaches to build student resilience and support wellbeing across all stages of schooling. In the Primary School, structured lessons, alongside incidental learning arising from everyday experiences, play a vital role in fostering students' social and emotional development. Life Education further enhances learning through age-appropriate sessions focused on puberty and body changes, evolving friendships, and navigating healthy relationships.

For the Secondary School, the Personal Development and Wellbeing and Foundation program provides a cohesive and developmentally responsive framework for fostering resilience, wellbeing, and positive identity across the years. From Years 7 to 12, the Wellbeing and Foundation program addresses the evolving needs of students at each stage of adolescence. In Years 7 to 9, the program focuses on the development of healthy friendships, effective communication, group work, and relationship management, alongside key topics such as cyber safety and respectful relationships. In Year 10, the emphasis shifts to service learning, preparation for the academic and organisational demands of senior schooling, and the development of House citizenship, with students supported to build leadership capacity through their role as mentors within Pastoral Care groups.

Leadership remains a central focus in Year 11, with opportunities for students to develop teamwork, collaboration, and leadership skills. In Year 12, students are encouraged to consider responsibilities and challenges beyond schooling through learning experiences that address legal awareness, financial literacy, and strategies for celebrating safely.

Through the Care@Clayfield Framework, guest speakers and the College Counsellor play an integral role in deepening students' understanding of the topics explored within Personal Development, Wellbeing and Foundation lessons, strengthening student capacity for reflection, informed decision-making and personal growth.

The vertical House system for students in Years 6 to 12 further strengthened engagement, belonging, and leadership across the College.

Child Protection Commitment

Child protection education is addressed through Personal Development lessons in the Primary School, as well as through Year Level meetings and whole-school assemblies in the Secondary School. These forums promote awareness of the College's Child Protection and Student Safety Officers and ensure students receive clear, age appropriate information regarding their safety, and available support pathways.

The College recognises that protecting students from harm, and from the risk of harm, is fundamental to both personal and academic success.

Student welfare and safety remain a primary consideration across all areas of College life. This commitment is shared by the whole-school Pastoral Care Team, including the School Counsellor, Chaplain, Deputy Principal and members of the Senior Leadership Team, who provide coordinated oversight and response to wellbeing and child protection matters.

Reflecting the seriousness with which the College approaches safeguarding, a new middle leadership position the Dean of Wellbeing and Safeguarding was introduced in 2025 to further strengthen proactive practice in this area.

The College maintains a safe and supportive learning environment through clear reporting processes, visible signage across the campus, and a commitment to responding promptly and appropriately to all child protection concerns. This work is underpinned by the PMSA Child Protection Risk Management Strategy, supported by robust policies, procedures, and ongoing training for employees, volunteers, and visitors.

Parent and Community Involvement

Spirit of Clayfield Awards

The Spirit of Clayfield Awards recognised and celebrated members of our College family - staff, students, Old Collegians and community members, for embodying our College values and inspiring others to let their light shine. The awards were presented at our 2025 Foundation Day Assembly.

Parents and Friends Association

The Parents and Friends (P&F) Association continues to nurture a strong sense of community at Clayfield College, with a focus on 'friend-raising' through a wide range of engaging social events and initiatives.

In 2025, new boarding families were warmly welcomed into the Clayfield College community through a gathering in the Boarding House, followed by the P&F Welcome Evening for the wider community early in Term 1. The Friends of Music supported key performances by coordinating raffles and refreshments at the Opus Concert series and the Carols Service. The Friends of Primary delighted younger students through Mother's and Father's Day stalls and the ever-popular Primary Disco. School spirit was further enhanced by the Friends of Sport, who hosted pre- and post-championship breakfasts, while the Friends of Boarding strengthened connections for families living across Australia and internationally.

The P&F Association also enhanced a number of major community events, including *On the Green*, the LUX 25 Exhibition, the Care@Clayfield parent series, ensuring attendees experienced the warm hospitality for which Clayfield College is known. In Term 4, the inaugural Beyond Boarders event was hosted at New Tricks Distillery, providing a relaxed and inclusive setting for Day and Boarding families to connect and build meaningful relationships.

Old Collegians' Association

The Clayfield College Old Collegians' Association (CCOCA) plays an essential role in connecting past and present students, preserving our College's rich history while fostering lifelong relationships.

In the 94th year of the College, the CCOCA led several key initiatives:

- **Foundation Day** featured a special tribute to our staff as part of an Archives presentation led by Deidre Brandon and Annette Fifoot (Class of 1957). The 'From Small Beginnings' presentation honoured the growth of the College over our history. It was also an occasion where the new original building 1:25 replica model was unveiled.
- **The CCOCA Future Leaders Program** returned, providing opportunities for current students to network and be mentored by our alumni. The program included two events throughout the year when the first (International Women's Day Breakfast) was cancelled due to Cyclone Alfred. The **Industry Network Collective** event connected Year 12 students with alumni across various professions, offering career insights and mentorship. Finally, an **Official Opening of The EDGE Breakfast** was held during Science Week, with the keynote delivered by Dr Julienne Senyard (Class of 1990). Julienne is an educational leader in the entrepreneurial and innovation space and Associate Professor at

Griffith University. Her powerful words inspired all attendees - "Those people who think they can change the world are the ones that usually do. You need curiosity to create, and courage and belief in your ideas. Expect more than others think is possible. Dream more than others think is practical. Risk more than others think is safe. That is when you end up creating the most amazing things." Entertaining us at this event was Old Collegian Chloe Noon (Class of 2024).

- **The Principals' Receptions** created an opportunity for alumni from Sydney, Melbourne and Adelaide to come together and hear from current Principal Dr Andrew Cousins and Past Principal Mrs Carolyn Hauff AM.
- The **5s' Decades Reunion** united alumni from 1955, 1975, 1985, 1995, 2005, and 2015, celebrating friendships and their lifelong connection to their alma mater. After having several gatherings disrupted by COVID-19 events, the Class of 1990 joined them to celebrate their 35th Reunion.
- The '**Back to Campus Celebration**' as part of *On the Green* saw many Old Collegians attend for an afternoon of live music. The CCOCA also hosted a 'Cheesebox Stall' for this much-loved community event.
- The **Emerald Club High Tea**, held in the Upper Level of The EDGE, was enjoyed by our Old Collegians who are older than 70 years. The special occasion also included a preview of the LUX 25 Exhibition, as well as the judging of the Old Collegians' Art Awards (Primary and Secondary).
- The rose-planting tradition continued for our graduating Year 12 students in the Rose Garden. Each House planted a rose, symbolising their enduring connection to the College. The ceremony included Dr Andrew Cousins, Principal, along with Anna Lloyd (Class of 2008) and President of the CCOCA.
- The **College Catch-Up** concluded the year, bringing together recent graduates (Class of 2024) to reflect on their journeys beyond Clayfield.

CCOCA remains committed to strengthening our alumni network, celebrating our legacy, and inspiring future generations of Clayfield students.

The Clayfield College Foundation

Our extended Clayfield family was 'Fearless and Illuminated the Sky' in support of the work of the Foundation in 2025. Through the generosity of our donors, we continued to build a bright future for the College and for generations of students, through scholarships and bursaries, ongoing campus refurbishments and the Opportunities for Excellence Program.

The new LED display screen and audio project, mountain bike trailer and bikes, and digital scoreboard have been installed and are being put to good use at events and local competitions. These investments were funded through the success of our 2024 Giving Day.

Our fourth annual campaign, the 2025 Giving Day raised $282,935 through 586 generous donations. The continuing

When it comes to communities, it's hard to find one more connected than Clayfield College, and this was showcased once again at our flagship event, *On the Green*.

support of this event reflects the strong and growing spirit of philanthropy within our College community. These funds have been allocated towards the reimagining of The Foundation Courtyard as a student hub within the Secondary School precinct.

The Opportunities for Excellence Program, proudly supported by the Foundation, provided Secondary students with the chance to share the main stage at On the Green with award-winning Australian artist, Kate Ceberano. Not only this, but they also had the unique opportunity to participate in an Open Rehearsal and Q&A with her the day before – a once in a lifetime experience!

Working closely with the College, the priority of the Foundation remains to reinvest in projects and initiatives that have an immediate impact on the student journey at Clayfield.

Signature Community Events

On the Green

When it comes to communities, it's hard to find one more connected than Clayfield College, and this was showcased once again at our flagship event, On the Green. Headlined by the incredible Kate Ceberano, the 1,500-strong crowd were captivated by her stunning voice, and were thrilled to see her take the stage with some of our Secondary students.

Mother's Day Breakfast

Our Mother's Day Bloom Breakfast transformed the PE Centre into a warm and welcoming space, celebrating the mothers and special people in our community. Guests enjoyed a delicious breakfast, beautiful performances from our Piccolo Choir, and thoughtful moments at the craft stations and Bloom Booth, creating keepsakes and memories to take home.

Luminous Lunch

After feedback from our community, the Ladies Lunch was reimagined to the Luminous Lunch, an event for all parents, Old Collegians and friends of the College. Held at the incredible Calile Hotel venue, the occasion included performances from our Middle Years Strings Quartet and tunes from Jame, DJ Saxophonist. Old Collegian Zahna Fitzhenry (Class of 2002) was the MC for the event, and Old Collegians from 1952 through to 2024 attended.

LUX 25 Exhibition

LUX 25 was a celebration of the Creative and Performing Arts at Clayfield, bringing together Old Collegians, current families, and College supporters for an evening of live music, drama, dance and art! Some of the highlights included the Year 12 Visual Art Showcase, the whole-of-school exhibition of student artwork, 'Fork and Walk' Spanish and Chinese dinner and dessert stalls, and the P&F Drinks Station.

Grandparents' Day

Grandparents' Day in 2025 was a warmly received occasion that brought generations together to celebrate the special relationships at the heart of the Clayfield College community. Grandparents and special friends were welcomed to the College for a shared morning of connection, which included musical performances, classroom experiences and a relaxed morning tea.

The opportunity for grandparents to spend time in classrooms and engage directly with students was a highlight of the day, reinforcing the strong sense of belonging that characterises the Primary School. The smiles, conversation and shared moments across the campus reflected the value of family connections and community engagement in supporting student wellbeing and learning.

Father's Day Breakfast

The 2025 Father's Day Breakfast provided a wonderful opportunity to celebrate and honour the fathers and father figures within the Clayfield College community, recognising the love, care and support they provide each day. Held in the PE Centre, the event featured a vibrant retro-diner theme that created a warm and welcoming atmosphere for all attendees.

Guests enjoyed a delicious breakfast alongside outstanding musical performances by our talented students. The celebration was further enlivened by retro-themed trivia, which encouraged friendly competition, while a bow-tie-making station and Polaroid photo stand offered memorable, hands-on experiences that were enjoyed by fathers and children alike.

The morning was a joyful celebration of connection and appreciation, reflecting the strong sense of community and belonging that defines Clayfield College.

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.

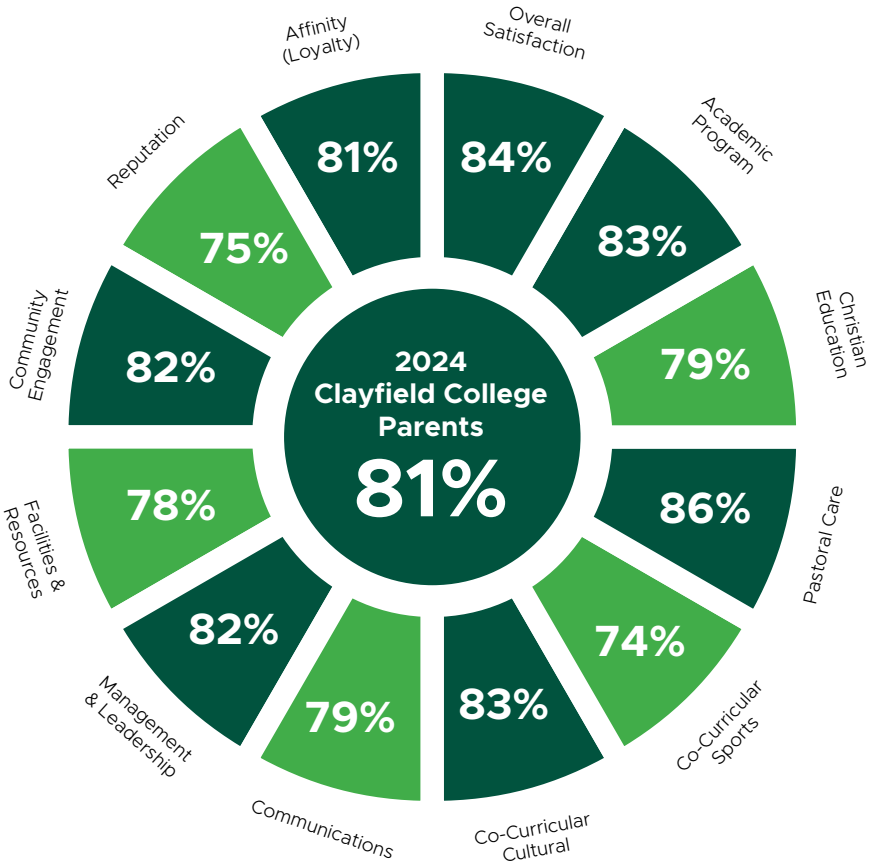
A comprehensive survey was conducted in 2024 with feedback sought from parents (Pre-Prep to Year 12) and students (Years 6 to 12). 214 parents and 274 students participated in the surveys and provided views on such areas as academic performance, pastoral care, Christian education, co-curricular sport, communications, reputation and facilities.

In 2025, as a follow-up to the comprehensive survey conducted in 2024, town hall sessions were held with parents to explore the feedback provided. These included Parallel Learning Forums for Secondary parents, with separate sessions for parents with girls and boys, along with ICT Forums for both Primary and Secondary parents to discuss our ICT Roadmap.

Overview of Key Areas

The 'MMG Wheel' below reflects the average scores for parents across key areas.

Parents noted 'very high' scores for 7 of the 12 areas, 'high' scores for the remaining 5 areas. The overall score is 'very high' (81%).



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

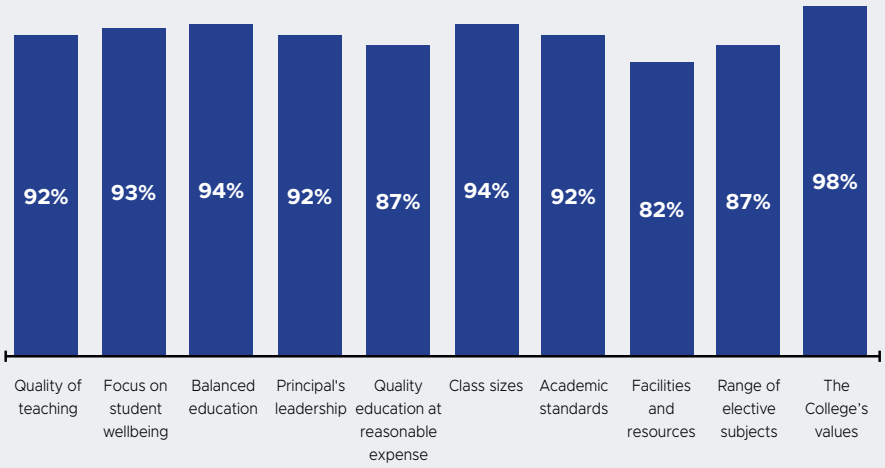
Parent Expectations Met/Exceeded

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:

- 92% of parents noted their expectations were met or exceeded in relation to the quality of teaching
- 93% of parents noted their expectations were met or exceeded in relation to the focus on student wellbeing, providing a safe and caring environment
- 94% of parents noted their expectations were met or exceeded in relation to a balanced education
- 92% of parents noted their expectations were met or exceeded in relation to the Principal's leadership
- 87% of parents noted their expectations were met or exceeded in relation to a quality education at reasonable expense

2024 Clayfield College Parents Expectations Met/Exceeded – Top 10 (n=214)



Percent Expectations Met/Exceeded

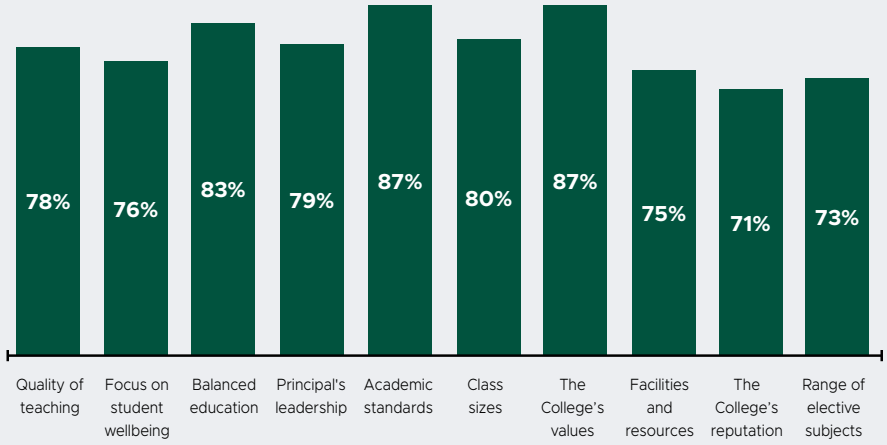
Student Expectations Met/Exceeded

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:

- 78% of students noted their expectations were met or exceeded in relation to the quality of teaching
- 76% of students noted their expectations were met or exceeded in relation to the focus on student wellbeing, providing a safe and caring environment
- 83% of students noted their expectations were met or exceeded in relation to a balanced education
- 79% of students noted their expectations were met or exceeded in relation to the Principal's leadership
- 87% of students noted their expectations were met or exceeded in relation to academic standards

2024 Clayfield College Years 10-12 Students Expectations Met/Exceeded – Top 10 (n=118)



Percent Expectations Met/Exceeded

Parent quotes on what they value about Clayfield College:

The teachers and great learning opportunities provided to my child. The community spirit and feeling of welcome in the school.

The care the College has given to my children for their education and well being. It is an exceptionally good school with terrific leadership, dedicated teachers and wonderful staff.

The respect I see the college shows to my child, the genuine concern they have for her well-being and the true delight they take in sharing her moments of success with her.

Quality of teachers and coaching. Attention, support and recognition for my child. Safe and pleasant environment for my child.

The compassion and genuine care for my child in the hardest times in her life.

Our son loves his school and is excited to learn and participate; and how welcomed we feel as a family.

Student quotes on what they value about Clayfield College:

Have met some lovely friends and the teachers are very passionate about their work which is infectious and sparks passion in students.

I value the little moments of Clayfield, and how they embrace their spirit being a small school. I value the people I know I can go to if I have a concern. I also value the life skills I've been taught that will help me in the future.

I love how the school value our feedback and takes action to make it the best learning environment.

I most value the positive experiences I have had at Clayfield, the teachers and staff who are always there to help, and the opportunities I have been given.

That I am supported culturally, and my mental, physical and emotional wellbeing is put before my academic achievements and teachers are respectful to those they wish to be respected by and set an example through their actions not words.

Workforce Information

Staff Composition

TEACHING

63 Full Time
18 Part Time

NON-TEACHING

49 Full Time
27 Part Time

INDIGENOUS

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	27%
Bachelor	100%
Diploma	32%
Certificate	14%

Teacher Participation in Professional Development

Summary of professional development 2025

Description of professional development activity	Number of teachers participating in activity
QCAA Curriculum Seminar/Webinar	9
QCAA Confirmation/Assessment	5
QCAA Marker Training	4
Other Curriculum Workshops	26
ISQ	12
Pastoral	6
Vocational Education & Training	1
Special Needs	5
IT Technology (Schoolbox, AI)	2
Fire Safety Training	77
Workplace Induction Training	77
Child Protection Training	77
CPR Training	77
Daniel Murray: “Motivating Performance” for Middle Leaders and new staff	27
Daniel Murray: “Motivating Performance” for all staff	77
Bonnie Hancock: “Sharing Her Journey” (paddling around Australia, beat world record) for all staff	76
Information Learning Technology (ILT) Roadmap: Dr Cousins, Principal	27
Kristy from ATOMI presented to Secondary Staff	25

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

157
number of **staff**

190
number of **school days**

677.87
total days **staff absences**

97.7%
average staff **attendance rate**

For permanent and temporary classroom teachers, the **average staff attendance rate** in 2025 was **98.7%**

Teaching Staff Retention:

81
number of permanent teaching staff **at end of previous year**

72
number of same permanent teaching staff

88.9%
retention rate

Expenditure on Professional Development:

76
number of **teachers**

$56,521
total expenditure of teacher professional development

$743.70
average expenditure on professional development per teacher

Student Outcomes

Average student attendance rate 2025

Number of school days in program year	Average number of all students	Total number of all student absences	Average attendance
175	619	7,722	93.11%

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	21	209	3675	3466	94.31%
Prep	35	362	6125	5763	94.09%
1	36	390	6300	5910	93.81%
2	42	435	7350	6915	94.08%
3	45	639	7875	7236	91.89%
4	42	472	7350	6878	93.58%
5	48	504	8400	7896	94.00%
6	39	476	6825	6349	93.03%
7	72	729	12600	11871	94.21%
8	43	391	7525	7134	94.80%
9	54	733	9450	8717	92.24%
10	41	762	7175	6413	89.38%
11	52	576	9100	8524	93.67%
12	47	455	3760	3305	87.90%
TOTAL	**617**	**7,133**	**103,510**	**96,377**	**93.11%**

Apparent Retention Rate Years 10 to 12

	Year 10 base	Year 12	Retention rate %
Number of students	46	42	91.3%

Year 12 student enrolment as a percentage of year 10 cohort is 91%

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 2025

	Year 3 (2025)	Year 5 (2025)	Year 7 (2025)	Year 9 (2025)
Reading				
Average Score (School)	483	533	577	608
Average Score (National)	402.2	491.8	538.4	567.7
Writing				
Average Score (School)	467	521	560	641
Average Score (National)	413.9	479.6	538.3	575
Spelling				
Average Score (School)	446	513	550	604
Average Score (National)	405.1	487.4	541.6	569
Grammar and Punctuation				
Average Score (School)	485	557	583	624
Average Score (National)	408.4	497.2	538.9	559
Numeracy				
Average Score (School)	450	531	586	619
Average Score (National)	405.3	491.8	544.9	572.6

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

Year 12 Outcomes

Outcomes for our Year 12 cohort 2025	
Number of students awarded a Senior Education Profile	47
Number of students who received an ATAR	43
Number of students awarded one or more Vocational Education and Training (VET) qualifications	13
Number of students awarded a Queensland Certificate of Education at the end of Year 12	46
Percentage of Year 12 students who received an ATAR above 90	43%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	98%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer	86%

Post-school Destination Information (Class of 2025)

Institution	Students
QUT	9
UQ	15
ACU	3
Griffith University	2
University of Sunshine Coast	1
Illinois College of Technology	1
Trinity College Cambridge	1

Study Area	Students
Bachelor of Arts/Social Science	1
Communication/Justice	1
Criminology	2
Design	1
Nursing	4
Business/Communication	5
Built Environment	1
Music	1
Psychology	2
Engineering/Master of Engineering	5
Sport and Exercise Science	1
Fine Arts - Visual Arts, Creative Arts	3
Physiotherapy	1
Business Management/Commerce	2
Biomedical Science/Medicine	3
Vet Tech	1
Speech Pathology/ Podiatary	2
Behavioural Science	4
Mathematics	1

2025 ATAR Results

In the 2025 Clayfield College cohort, there were:

43
Students

4
ATAR Ineligible Students

6% of ATAR candidates obtained an ATAR **greater than or equal to 99**

43% of ATAR candidates obtained an ATAR **greater than or equal to 90**

57% of ATAR candidates obtained an ATAR **greater than or equal to 80**

The table below provides a summary of the 145 individual results achieved within subjects:

Results	% Achieved
A	33
B	37
C	27
D	3

Median ATAR of 89.0

*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 Director of Corporate Services 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.

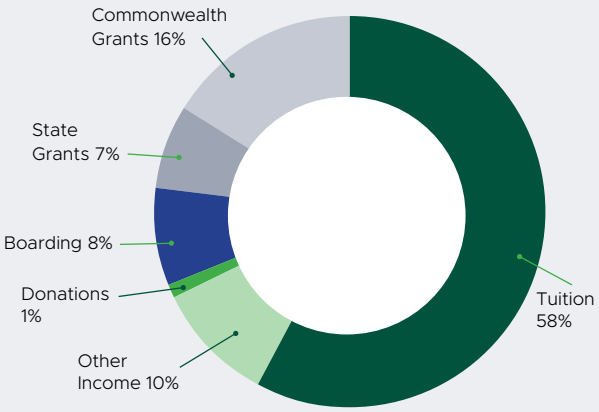
The PMSA's audited financial statements are prepared in accordance with all the relevant Australian Accounting Standards required by the Australian Charities and Not-For-Profits Commission (ACNC) Act 2012. Unless otherwise stated, these financial statements have been prepared on an accrual basis and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

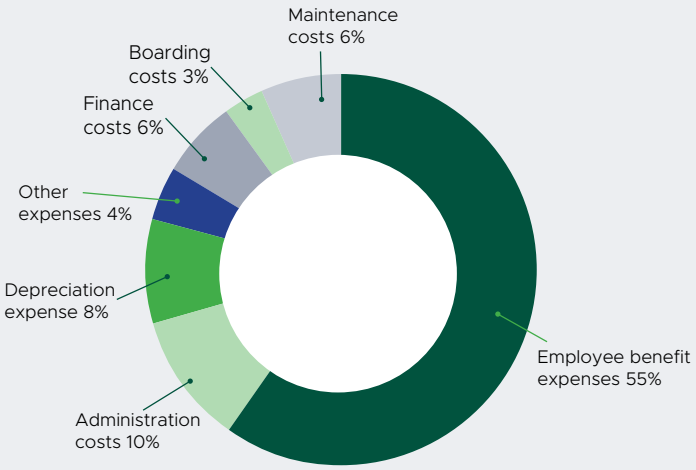
A financial summary of the PMSA accounts is publicly available in the PMSA Annual Report on the PMSA website, and the consolidated audited financial statements are available on the ACNC registry. Accounting policies are published in these accounts.

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

Operational Income 2025



Operational Expenditure 2025



From the Chaplain

The gospel of John tells us that The Word became human and dwelt among us. In an era of streaming, ZOOM meetings and online connections, it is good to be reminded that while these are beneficial, God chose to come amongst us in person. The incarnation of God challenges our culture to remember that personal presence matters.

John doesn't say, *"The Word became an idea."* He doesn't say, *"The Word became a message."* He says: "The Word (God) became flesh and made his dwelling among us."

God didn't send a memo. God didn't send a livestream. God came in person — touchable, vulnerable and human.

Compassion, conversation and community cannot be fully mediated through a screen.

Why did God come in flesh? Because love requires presence.

You can't hug through a screen.
You can't share a meal through a text.
When someone you love is hurting, you may send an emoji — but generally you desire to be present with them. Presence is the language of love.

And that's what God did. In Jesus, God said: "I'm not staying distant. I'm coming close."

God's language is not text, images or virtual connection – it's in person.

The theme that our Chapel Captains chose for Faith Week was *Connected at Heart* to remind us of the importance of community and working together. This works best when we are genuinely present with one another, listening deeply and sharing honestly. We live in a culture that prizes convenience over connection. We curate images in our 'socials' to make our lives look perfect and ideal. Sometimes we can get so caught up living this way that we forget or suppress the realities of life. Allowing people to know our true selves is risky when we do it in person, yet it is also the pathway to authentic belonging.

True connection requires vulnerability, patience, and grace. It means choosing to show up even when it feels easier to hide. The incarnation calls us back to real presence—to conversation, compassion, and community that can't be mediated through a device, reminding us that love is most powerful when embodied and shared face-to-face. This what it means to be connected at heart.

We give thanks to God for our Year 12 students and the influence they have had throughout this year and pray that the Spirit of Christ emboldens them to shine their light to bring about positive change wherever they are able to in the years ahead. My thanks to Sophie Carmichael and Caitlin Southwell, our 2025 Chapel Captains, for the leadership they have provided to the spiritual and community life of the College throughout the year.

About the PMSA

The Presbyterian and Methodist Schools Associations (PMSA) was established in 1918 and is a joint mission of the Uniting Church in Australia, Queensland Synod and the Presbyterian Church of Queensland founded to provide education founded on the strength of Christian faith and values.

The PMSA owns four outstanding Queensland's independent schools – Brisbane Boys' College, Somerville House, Sunshine Coast Grammar School and Clayfield College.

The PMSA is proud of its history and heritage and the PMSA Vision 2024 – 2044 builds on these foundations as we build the PMSA into the future. Through the framework of our strategic priority areas of Expand Visionary Educational Experiences, Cultivate Christian Faith, Ignite Student Potential, Nurture our People, Embed Exceptional Performance and Elevate Digital Performance the PMSA will deliver our Vision and Mission.

Our Vision

Inspiring globally minded caring communities through exceptional educational experiences empowered by Christian faith.

Our Mission

Nurture outstanding people in world-class educational environments enriched by the Christian Faith, enabling them to develop their God-given potential and lead for positive impact

Values

How we deliver on our Vision and Mission and live out our values daily matters.

Our values are derived from our Christian heritage and faith and are:

Respect: We listen and treat all people equally and fairly.
Integrity: We are honest and do the right thing.
Care: We are compassionate and look after each other.
Collaboration: We work together as a team in unity.
Excellence: We strive to be our best in everything we do,

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

In 2025, Clayfield College was proud to unveil The EDGE, our newest and most dynamic learning environment. Purposefully designed as a hub for Entrepreneurship, Design, Growth and Engineering, The EDGE represents a bold step forward in Clayfield's vision for future-focused learning.

Next Step
2026 Post-School Destinations

Clayfield College

This is a summary of the post-school destinations of students from Clayfield College who completed Year 12 and gained a Senior Statement in 2025. The results are from the *Year 12 Completers Survey,* which is conducted approximately six months after students completed Year 12.

For more information about the survey visit the *Next Step* website www.qld.gov.au/nextstep.
Regional and statewide reports will be available from October 2026.

63.8% response rate
30 out of 47 Year 12 completers from this school responded to the 2026 survey.
Results may not be representative of all Year 12 completers at this school.

Post-school destinations

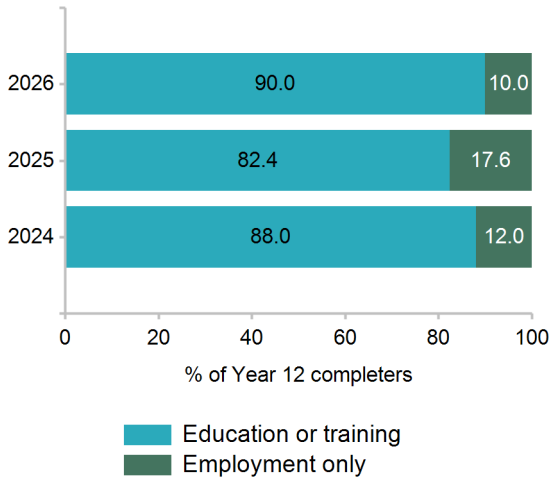
In 2026, all Year 12 completers who responded from Clayfield College were engaged in education, training or employment in the year after they completed school.

Of the 30 respondents, 90.0% continued in education and training. The most common study destination was bachelor degree.

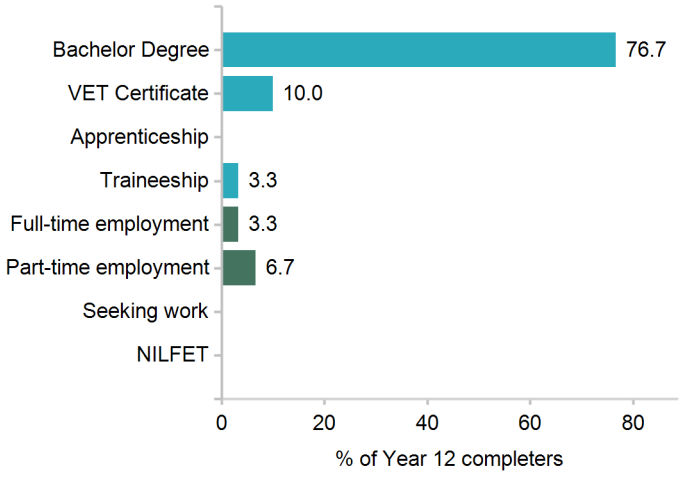
A further 10.0% transitioned directly into paid employment only.

All Year 12 completers were assigned to a *main destination*. Respondents who were both studying and working are reported as being in education or training, including apprentices and trainees.

Engagement over time



Main Destination in 2026



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A school of the Presbyterian and Methodist Schools Association (PMSA). The PMSA is a mission of the Presbyterian and Uniting Churches.