

Annual Report

2021



Clayfield College



Let your light *shine*



At Clayfield College we endeavour to provide our students a supportive environment that is built upon positive relationships so that each student can reach their full potential, while contributing to the broader community.

Introduction

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

Clayfield College is owned and governed by the Presbyterian and Methodist Schools Association (PMSA), as a joint mission of the Uniting and Presbyterian Churches in Queensland. Founded in 1931, the College has a proud history of offering a Christian learning environment in which students are encouraged, nurtured and inspired to achieve personal excellence. Located in the beautiful inner-northern Brisbane suburb of Clayfield, only 6.5 km from the central business district, the College is well serviced by public transport. The City train network is within walking distance, and both council and private bus lines. The College is only 5 km from the domestic and international airports, as well as the Gateway Arterial Road that links the Gold Coast and the Sunshine Coast.

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

It is co-educational from Pre-Prep to Year 6 and girls-only from Year 7 to Year 12. The College is also a boarding school for girls, caring for students from Years 5 to 12, on a daily, casual, weekly or term basis.

This report summarises Clayfield College's operational information, as well as identifying some of the highlights of the 2021 calendar year.

Our Mission

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

Our Vision

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

Our Motto

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

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

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



School Sector	Independent
Year levels offered	Pre-prep – Year 12
Co-educational or single sex	
Co-educational	Pre-prep – Year 6
Female-only	Year 7 – Year 12
Total Enrolments (November 2021)	
Students	444
Female	386
Male	58
Indigenous Female	32
Indigenous Male	-

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

Contents

Highlights	4
From the PMSA Chair and The Chief Executive Officer	5
From the Chair and Principal	6
Strategic Plan	7
Distinctive Curriculum Offerings	8
Extra-curricular Activities	10
Social Climate	12
Parent and Community Involvement	14
Parent, Teacher and Student Satisfaction	16
Workforce Information	20
Student Outcomes	23
Financial Information	26
From the Chaplain	27
About the PMSA	28



A man in a dark blue suit, glasses, and a patterned tie is sitting at a green metal table, smiling and talking to a group of students. The students are wearing light blue shirts and dark trousers, with some wearing straw hats with green and blue stripes. The background shows a building with large windows and other students in similar uniforms.

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

Highlights 2021

ATAR Results

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

- 8 % of ATAR candidates obtained an ATAR greater than or equal to 99
- 21 % of ATAR candidates obtained an ATAR greater than or equal to 95
- 43 % of ATAR candidates obtained an ATAR greater than or equal to 90
- 66 % of ATAR candidates obtained an ATAR greater than or equal to 80
- Median ATAR of 88

The table below provides a summary of the 330 individual results achieved within subjects:-

Result	% achieved
A	37
B	35
C	25
D	2

Co-educational Announcement

In September, the College announced it plans to transition to be fully co-educational (Pre-Prep to Year 12) using the Parallel Learning model that sees girls and boys learning together from Pre-Prep to Year 6, then learning in single-sex classrooms for Year 7 through to Year 9. In Year 10, students come together for selected classes and then benefit from fully co-educational classes in Years 11 and 12.



Senior Gift

The 2021 cohort decided to add a new addition to the Clayfield family, a school dog named Lochie.

90 Year Celebration

Our 90th-year celebrations were a highlight in our school calendar. With our traditional Foundation Day Assembly, Years 5 to 12 spent a fun-filled afternoon participating in old-fashioned games and activities. Students enjoyed friendly competition in tug-of-war, egg and spoon and sack races.

Australian Education Awards

The College was recognised with two Excellence Awards as part of the Australian Education Awards - Secondary School Teacher of the Year Award (non-Government) and Boarding School of the Year Award.

Refurbishment of Facilities

We have seen the demolition of several derelict buildings, the renovation of the Science Laboratories begin, the multipurpose sports courts upgraded, the installation of the welcome wall, and the rejuvenation of the soft and hard landscaping commence.



Sports

Andrews Cup swimming Percentage Cup winners and first in Gymnastics and Basketball.
QGSSSA swimming Percentage Cup winners.

RACI Competition

Students in Years 10 to 12 participated in the Titration Club. Five teams competed in the RACI Regional Titration Competition. Our Year 11 Team were awarded as a Highly Commended Team for their combined Team performance and qualified for the National Finals.

College Council

Mrs. Catherine O'Sullivan BA, Dip Ed, MPA, GAICD appointed Chair of the Clayfield College School Council following the retirement of Ms. Sandra McCullagh. We also welcomed Mr. Craig Clulow and Mrs. Gemma Alker to the Council.



From the PMSA Chair and The Chief Executive Officer



As an organisation, we have experienced great change over the past 12 months including our ongoing response to the impacts of COVID-19.

Despite this uncertainty, our schools continued to provide an exceptional educational and learning experience for our students to thrive while sustainably serving our school community in accordance with our Christian faith and values.

Our schools were outstanding in responding to the pandemic and continued to lead the way in Queensland, meticulously juggling home-based learning and classroom education, while also supporting our students to carefully navigate the changes as they occurred. This devotion was reflected in our student outcomes as they continued to generate and deliver excellent academic and co-curricular results and achievements.

We congratulate all our schools for their resilience and commitment to adapt and embrace any restrictions brought on by the pandemic and remain grateful for all their hard work, dedication, and agility to serve our school communities. We are blessed by the quality of our talented and highly experienced staff

who continually lead from the front and ensure their focus remains wholly centred on the education and wellbeing of our many students.

While we further advanced our initiatives informed by the 2019-2023 Strategic Plan, our mission and values continued to define us, and we remained committed to our purpose to build caring school communities by providing world-class teaching and learning environments for our students and staff today and into the future.

The PMSA plays a benevolent governance role, overseeing our four great schools as they fulfill their mission to provide excellence in Christian education. Over the past three years the PMSA has implemented a contemporary governance framework to advance the PMSA in a constructive and clear direction. It provides clear lines of accountability, more informed and thus better decision making, and a clear separation of governance from management.

We are confident in the new governance model as it has given the PMSA a strong foundation to build upon and we look forward to our future with great excitement and optimism.

On behalf of the PMSA, a heartfelt thank you to all our wonderful school community for their support and contribution to our mission. Thank you to all our governance members, advisory council members, foundation members, old collegians, school support groups, staff, parents, volunteers, and the broader school community, for your unwavering support, contributions, and enthusiasm as we all work together to develop Australia's next generations.

As we look ahead, we are eager to explore the possibilities that collectively we can achieve to enhance our students' experience in accordance with our Christian mission.

Peter Barker
PMSA Chair

Shane Coppin
PMSA Chief Executive Officer

From the Council Chair and Principal



Clayfield College had so much to be grateful for, so many things to aspire towards and so many successes to share as we let our light shine during 2021.

As the College celebrated 90 years of educating young minds it provided the chance to reflect on the strength of our community, our vibrant history, the importance of being thankful for those who came before us and for the opportunities and joy that this school brings to students, staff, parents, and Old Collegians alike. Our 90th year provided a chance to consider our collective value and reinforce our commitment to providing the opportunity for the light to shine brightly in every student, as together we write the next chapter in the story of Clayfield College. We have approached this chapter by adopting a posture of creativity where we are focused on asking good questions, encouraging diversity, and embracing inclusive innovation.

Just as we teach our students in the classroom, we know that as an organisation, the world of imagine has a unique capacity to broaden our thinking beyond linear or incremental problem solving. It has the power to embrace and cultivate deep thinking where we not only retain what we've been taught but can relate these concepts to other things we encounter, using each new situation to add nuance and sophistication to our thinking and in doing so empower and cultivate a love of learning. It is this approach that has and will continue to guide and shape our strategic path into the future.

While it has sometimes felt like 2021 has been all about being ready for an imminent lockdown or return to remote

learning, we have been busy introducing several educational and organisational initiatives and improvements.

These have included:

- The implementation of individual student academic tracking so we can ensure learning is just in time rather than just in case
- The introduction of continuous reporting at various year levels
- The continued rollout of the International Baccalaureate Primary Years Programme
- The embedding and evolution of the Care@Clayfield wellbeing and pastoral care framework
- Completion of our five-year review as required by the Non-State Schools Accreditation Board which provided the opportunity to intensify the rigour around the College's processes and procedures through the implementation of Complispace
- Implementation of the Educator Impact program to support teachers' growth and development in their classroom practice

We are incredibly proud of the academic and curricular successes achieved by the students during 2021. These have ranged from the secondary students winning the percentage cup at the QGSSSA Swimming and Athletics Carnivals to the outstanding personal and cohort academic results achieved by the class of 2021. Opportunities of excellence through the pursuit of music, visual arts and drama have continued to provide a breadth of inclusive cultural

opportunities which strive to provide all students with the chance to thrive. In 2021 the College was recognised with two Excellence Awards as part of the Australian Education Awards, Secondary School Teacher of the Year Award (non-Government) and Boarding School of the Year Award. These accolades recognise and celebrate the transformative work which is occurring in classrooms and in our boarding house every day.

It has been wonderful to hear the hum of heavy machinery and the crash of building rubble as the refresh, and revitalisation of the campus commences. We have seen the demolition of several derelict buildings, the renovation of the Science Laboratories begin, the Multipurpose sports courts upgraded, the installation of the welcome wall and the rejuvenation of the soft and hard landscaping commence. The energy of building activity on campus creates such a wonderful and varied opportunity to contextualise learning.

In 2021 Clayfield College continues to show the world that we are stronger together, have got the fire and as a team, collectively we let our light shine.

Mrs Catherine O'Sullivan
BA, Dip Ed, MPA, GAICD
Clayfield College Council Chair

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



Strategic Plan (2017–2021)

Our commitment to excellence is forged through our three pillars, Hearts, Minds and Souls, and the supporting structures of leadership and governance guide us to Maintain the Light.

While this strategic focus will set our direction across the five years, it will be monitored and reviewed annually, allowing for adjustments of growth and opportunities as our goals and strategic intent unfolds.

Hearts

Shining brightly as one family

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

Minds

Lighting up minds to achieve our best

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

Souls

Shining God's light in a Christian caring community

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

Maintaining the Light

Supporting sound governance, management and resourcing

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

Distinctive Curriculum Offerings



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

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

In 2021, students and teachers continued embracing the use of technology to enhance learning beyond the classroom, particularly when students were learning through Clayfield Connect. In addition to virtual lessons, students were provided with a range of online platforms and subject-specific digital resources to consolidate learning. Where possible, students engaged in virtual excursions and activities to extend their knowledge and understanding beyond the school context.

Technology was also used in new ways to provide access to information and provide connections throughout 2021. Parent Information Evenings and Parent-Teacher Interviews were facilitated with the use of technology. Universities also connected with Clayfield College online to provide tailored Information Sessions.

The Primary School

Pre-Prep is recognised as a year in which tremendous growth and development occur. In this formative year, students develop attitudes and knowledge that lay the foundations for the next stage in their school journey. We aim to provide a welcoming, inclusive and carefully planned environment, promoting and nurturing such development. The collaborative relationship between parent and teacher is highly regarded in this development phase, as many students leave their carer for the first time.

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

Students take part in a number of experiences on a weekly basis, as they understand their place in a school environment - learn to swim (Terms 1 and 4), Spanish, gymnastics, library, bush school and music.

The early Primary Years (Prep to Year 3) emphasise building strong literacy and numeracy skills. Phonological awareness is fundamental for the learn-to-read process, and thus students follow the Promoting Literacy Development (PLD) programme, emphasising a synthetic phonics approach. The learning of spelling integrates active spelling strategies writers use in the construction of writing. It also includes Words their Way, enabling students to study spelling patterns and individual words. Guided reading and writing sessions regularly are integrated into the morning literacy block to focus on targeted reading strategies and comprehension at each child's level of development.

In Years 4 to 6, literacy and numeracy remain the focus with a range of extension and support opportunities. Accelerated Reader and Literacy Planet complement the literacy program as students complete learning at their level, receiving rewards and incentives along the way. Public speaking, debating, and drama allow students to extend their English skills and further provide cross-curricular learning.



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

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

Students in Years 3 to 6 appreciated the modification to a choice of Mandarin or Spanish at the beginning of the school year.

The Secondary School

Students in Years 7 to 9 engaged in learning across various subject disciplines. The curriculum in these Year levels develops conceptual understanding and skills through a core curriculum that becomes increasingly specialised from Year 7 to Year 9. In Year 9, students chose three elective subjects according to their personal strengths and interests. In these early years of secondary school, the learning environment prioritised academic challenge, creativity, flexibility, curiosity, critical thinking, and risk-taking.

The transition to the Senior years (Years 10 to 12) of secondary education is characterised by a greater level of subject specialisation. The 2021 Year 10 students studied English, a Mathematics subject, a Science subject, a Humanities subject and three electives of choice, Christian Education, Personal Development, Learning Foundations and Health and Wellbeing. The focus was on deep conceptual understanding and skill development through the senior years.

The 2021 Year 10 cohort experienced a range of initiatives in preparation for

their Year 11/12 ATAR journey. These were focused on foundational conceptual knowledge, assessment strategies and familiarity with the cognitive verbs foregrounded in the new syllabus documents.

2021 saw the second year of the new senior curriculum. Clayfield offered 26 different subjects to students in Years 11 and 12. Students undertook a range of internal and external assessments within their subjects and engaged in a rigorous preparation programme, which included subject workshops, tutorials, and mock examinations.

When choosing their Senior pathways, students had the opportunity to study a university subject, additional senior subjects, a Diploma qualification on campus or a vocational course through a recognised learning provider.

Extra-curricular Activities

Clayfield College offers a wide range of co-curricular activities which can be categorised according to cultural, musical, sporting or service domains. We are committed to providing opportunities for our students to develop in character, confidence and ability.

Cultural, Community and Academic

There are many social opportunities for students to become involved in service-based activities, faith-based groups and academic activities. Some key achievements for Cultural, Community and Academic include:

The Community Service team held many successful fundraising events throughout the year, including Bandana Day, Galantines Day, Genes for Jeans Day, Pyjama Day, and Pride Day. These events provided the opportunity for Clayfield

College girls to come together and raise awareness and money for the different causes.

In debating, we had two teams advanced from the initial round into the QDU finals: 11.1 and 12.1. The 11.1 team had a stellar season which saw them go undefeated during the regular season; however, they bowed out in the first round of the finals. The 12.1 also had a very successful regular season and had an excellent run in the finals, bowing out in the quarter-finals.

The Duke of Edinburgh Award continues to draw strong numbers of participants

in both Bronze and Silver. 2021 saw 18 students across Years 9 to 12 completing their bronze and silver awards, and another 39 students in Years 7 to 8 completed their Bridge 1 and 2 Awards.

The Titration Club was well-represented by students across Years 10 to 12. We had five teams compete in the 2021 Royal Australian Chemical Institute (RACI) Regional Titration Competition. Our Year 11 Team were awarded as a Highly Commended Team for their combined Team performance and qualified for the National Finals.



Music

Clayfield College has a long history of outstanding music education from the foundations of Pre-Prep all the way through to Year 12.

We value music education as it provides students with a creative outlet and musical development and has been proven scientifically to improve brain development, brain neuroplasticity, literacy, and numeracy patterns and assist with muscle and fine motor skills.

The College's music education is based upon the Kodály Methodology, established by Hungarian composer Zoltan Kodály and the philosophy that music is a right and should be accessible to everyone.

In 2021:

- The Year 3 String enrichment program and Beginner Band program for Years 5 and 6 students continued to thrive.
- Students in band, choral and string ensembles enjoyed performing at the Ultimate Opus Concert at the end of the year after Opus 3 had to be cancelled due to COVID-19 restrictions. Although audience numbers were restricted, students enjoyed having the opportunity to perform live.
- Despite restrictions, many students were involved in extension ensembles outside of Clayfield College throughout the year, including the Queensland Youth Orchestras, Young Conservatorium, Brisbane Grammar Music Festival and the State Honours Ensemble Program across all three strands of primary years, middle years and secondary years.

Sport

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

The Andrews Cup teams achieved some outstanding results in 2021. The year started with our swimmers winning the Percentage Cup and finished with the Gymnastics and Basketball Teams achieving incredible wins.

An exciting addition to our Andrews Cup sporting program was the introduction of Basketball. One team quickly became two, as the interest in this sport became very evident.

The Britton Shield competition provided boys in Years 3 to 5 an opportunity to compete in Touch Football, Football and Cricket with Ipswich Junior Grammar School and Moreton Bay Boys' College. The boys involved thoroughly enjoyed learning new sporting skills in the different training sessions and working as a team in an interschool environment.

2021 saw the QGSSSA competition again be impacted by COVID-19; however, the Clayfield sporting spirit continued to shine brightly. Clayfield College entered forty-six teams into ten of the twelve QGSSSA team sports on offer, on top of the Big three, Swimming, Cross Country and Athletics. More than 580 girls made up these teams, many doing two or more sports, some up to eight sports across the year.

Our success this year also has an incredible feat. Along with coming 1st in the Percentage Cup for Swimming and 3rd for Athletics, eighteen teams placed in the top five of all ten QGSSSA schools, fourteen teams improved Clayfield's position from the previous year of play, and another ten equalled our results.

The introduction of the Performance Passport in Athletics proved instrumental in our team's success, with more than 60% of the team reaching a personal best at the QGSSSA Athletics event. The Performance Passports and a new and innovative approach to coaching paved the way for enhanced engagement and results. These initiatives will be expanded and enhanced in the coming years.

The College introduced the Volleyball Academy. In its inaugural year, more than twenty students participated. Not only does the academy strengthen our QGSSSA Volleyball program, but a number of our students who play in the Junior Women's PVL and Schools Cup events also achieved gold and bronze in these highly competitive events.



Social Climate

Pastoral Care

Our Pastoral Care Team grew this year with the appointment of College Counsellor; Kelsey Lahey. Kelsey came to Clayfield with an extensive background in supporting mental health in young people. Her outstanding interpersonal skills and expertise has endeared her to the students and staff alike and she has been kept very busy this year. With a focus on raising awareness, reducing stigma and supporting students with mental health issues, Kelsey has visited students in cohorts through Year Level Meetings, in classes and individually.

Our Care@Clayfield holistic, wellbeing framework continued to expand, with a clear focus on knowing, valuing and understanding each child. Students have deepened their knowledge of topics, such as cyber safety and healthy relationships, and developed skills to apply this knowledge to enable their success. The four key themes of wellness, safety, relationships and purpose were explored in ways relevant to each year level. Students worked closely with organisations such as; Peer Power, Internet Safety Education, Character Builders and Batyr to extend their learning experiences and understandings.

Madonna King and Rebecca Sparrow; experts on the tween and adolescent years, spoke with students and our community about friendship challenges and the part they play in dealing with issues as they arise. Madonna went on to survey and conduct small forums with the Senior students for further research on a book she is writing on the effects of the Pandemic. Students in Yr 6-11 heard from Tony Parsons, who has had an extensive career in law enforcement primarily in

Australia's drug culture. His discussion with the students highlighted the effects of drugs and alcohol and more specifically understanding that knowledge guides us in making positive choices.

With transitions being an integral part of Care@Clayfield, this year saw Year 6 join the vertical Pastoral Care (PC) House system in Secondary School. Their contribution to PC was evident during many events including Interhouse Carnivals and Cultural Capers. Socialising with their Year 10 buddies and staff of the Secondary School will hold them in good stead as they transition into Year 7 in 2022.

Year 7 and 8 students enjoyed the new horizontal pastoral care system that operates in conjunction with the vertically aligned House system. In their year level 'hubs', students participated in fortnightly Year Level Meetings and the Wellbeing and Foundations curriculum. There were two fundraisers run by Year 7 and 8 in 2021, they were bag tags which were made by a local businesswoman that were sold to Primary and Secondary students and the Wellbeing Challenge saw students chose a challenge to improve one aspect of their wellbeing over four weeks and asked their families to sponsor them. All of the money raised was used to create back-to-school kits for Friends with Dignity, a locally founded charity that assists survivors of domestic violence.

For students in Years 9 and 10, the Wellbeing and Foundation program provided education on topics relevant to young adolescents. These included mental and physical wellbeing, healthy relationships and developing positive mindsets. In addition, the groups participated in workshops and listened to talks from many outside providers such as BATYR, Peer Power, RACQ Driver Education, and Drug and Alcohol presentations from Tony Parsons and Cyber Safety talks by Brett Lee.

Through the Wellbeing and Foundations programs, students in Years 11 and 12 had an opportunity to learn valuable life skills, through external presentations by BATYR, True Relationships, Elevate Education, Peer Power, Character Builders, RACQ, Rebecca Sparrow, Sunsuper Financial Literacy. They were supplemented by in-house programs about key topics such as mental health and well-being, developing positive friendships and relationships, knowledge and understanding of study skills, and managing stress, to name a few of the many topics the program delivers.



Christian Education

All students participated in weekly Christian Education classes and chapel services were conducted fortnightly for secondary students and weekly for the primary school.

In January, our Chapel Captains participated in a Christian leadership camp for student leaders from various schools around SE QLD.

In August, our Year 5 students were involved in a combined schools' workshop about being a Christian leader which was organised and facilitated by BBC.

Our voluntary Christian fellowship group met several times each term on Thursdays at lunchtime. This provides opportunity for secondary girls to explore their faith in a relaxed social context.

Some of our secondary girls participated in the three combined PMSA schools' Christian social events. The Term 4 volleyball event which was hosted by our ISCF group and held in our sports centre, proved to be a popular event.

Service Learning

COVID-19 restrictions made it difficult to resume service activities beyond the College but we supported various charities and raised awareness of the important work that they are doing.

The Years 7 & 8 students participated in an online challenge where students were sponsored to engage in healthy activities. Funds raised from this were used to purchase back-to-school kits for children of domestic violence survivors. Thirty-two school bags filled with school resources were provided to Friends with Dignity for families seeking assistance.

Our musicians provided the entertainment for a fundraising morning tea and concert organised by Kairos Uniting Church (Clayfield). The proceeds of the concert went to support the school on Kitava Island in Papua New Guinea where one of our old collegians is a teacher.

Houses raised money to donate to Ronald McDonald House and the Indigenous Literacy Foundation. The main focus of fundraising in the secondary school was for the Amar Seva Sangam in southern India. We were not able to undertake our biennial service learning trip to the sangam and student leaders felt that it was important to maintain our support for the work done there by supporting it financially.

The College Community Service captains facilitated the annual awareness and fundraising days - Jeans for Genes Day, Pyjama Day and Canteen.

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

Personal Development

The Personal Development Program draws on a number of approaches to building resilience. In primary school, lessons and incidental learning from everyday situations play an essential role in students' social and emotional education. In Years 7-12, the program allows a strong focus on developmentally appropriate issues. Friendships, group work, and relationship management are key areas for students in Years 7-9, as cyber safety, body image, and self-esteem. In Year 10, the focus switches to Service Learning and the demands of senior schooling along with the development of House citizenship. Students are prepared for their role as mentors for new students in each Pastoral Care group. In Year 11, leadership is the focus, and students develop teamwork, team building, and team leadership skills. Year 12 students are encouraged to consider issues of importance beyond schooling. Some of the topics covered are safe driving, legal responsibilities, financial literacy and ways to celebrate safely.

Child Protection Commitment

A program of regular lessons in personal development runs from Prep through to Year 12. The program's content and delivery vary according to students' needs, maturity, and interests but are always guided by the protective and risk factors for mental health and well-being.

The College recognises that protecting students from harm and the risk of harm is fundamental to maximising their personal and academic potential. For this reason, the welfare and best interest of our students will always be a primary consideration. Clayfield College supports the rights of children and young people and is committed to ensuring students' safety, welfare, and well-being. Clayfield College is therefore committed to responding to allegations of student harm resulting from any person's conduct or actions, including that of employees.

This commitment includes the provision of a safe and supportive living and learning environment for all students and requires all employees, volunteers and visitors to model and encourage behaviour that upholds the dignity and protection of students from harm. In support of this commitment, Clayfield College is dedicated to our PMSA Child Protection Risk Management Strategy - 2019, which includes having relevant policies, procedures, and training to effectively address students' safety and well-being in our care.

Parent and Community Involvement

Parents and Friends Association

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

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

Old Collegians' Association

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

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

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

- Communicate with all past students about College activities
- Provide a strong network among past students of Clayfield College
- Promote and uphold the valuables and history of Clayfield College
- Fundraise and support the College to further advance facilities for current students and future generations
- Encourage interest and involvement from past students in the life, activities and progress of Clayfield College

The Clayfield College Foundation

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

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

- Refurbishment of the science laboratories
- Ida Kennedy Physical Education Centre
- Carolyn Hauff Boarding House
- The Prep centre
- The swimming pool redevelopment
- Food and robotics technology
- Primary School building
- Nancy Ashburn Library
- Resource Centre
- Opportunities for Excellence
- Upgrade of Primary and Secondary technology and innovation hubs





**It is the forming
and organisation of
relationships that
leads to the growth
of persons and
communities.**

Parent, Teacher and Student Satisfaction

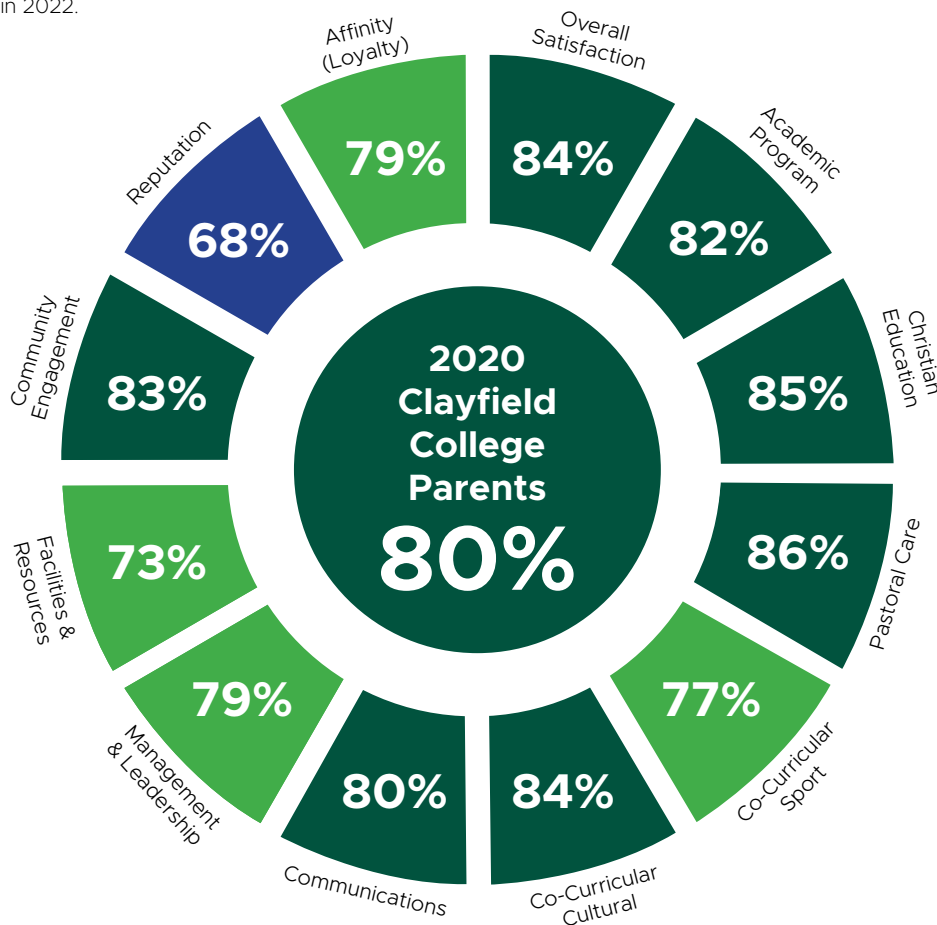
In 2020, Clayfield College commissioned MMG, a leading provider of school stakeholder engagement and research, to undertake an independent, confidential 'experience' survey of school parents (Years 6/9/12) and students (Years 9/12).

This survey has been used to inform the operational planning in 2021 and strategic planning for 2022 and beyond. The surveys were extensive and covered in excess of 300 aspects in relation to education at the College. The next survey will be conducted in 2022.

Overview of Key Areas

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

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

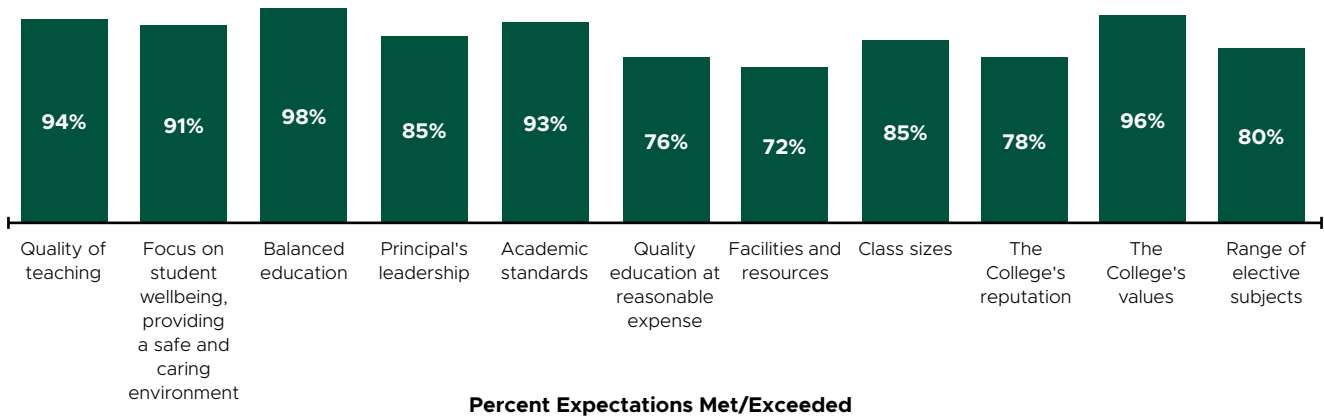


Very Low	Low	Moderate	High	Very high
<50%	50%–<60%	60%–<70%	70%–<80%	80%+

Expectations Met or Exceeded

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

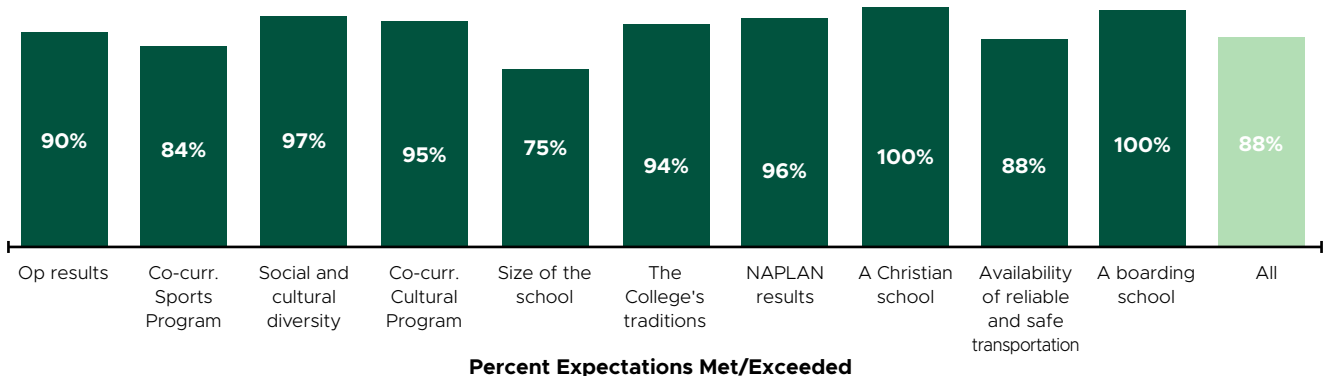
2020 Clayfield College Parents – Expectations Met/Exceeded – First 11



Expectations Met/Exceeded for Top Five Most Important Areas

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

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

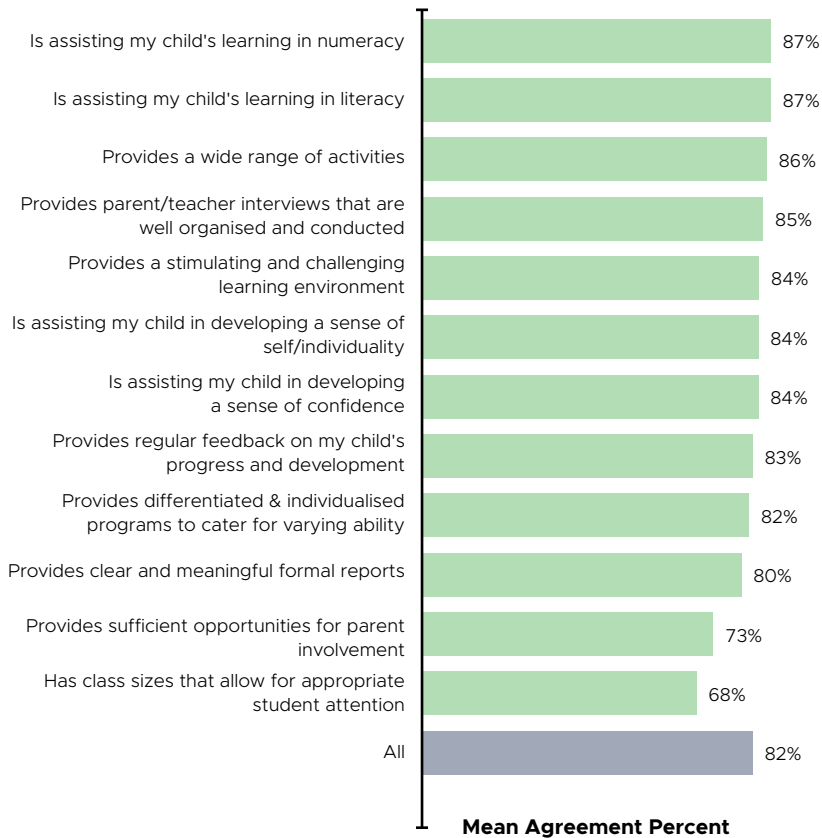


Academic Program

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

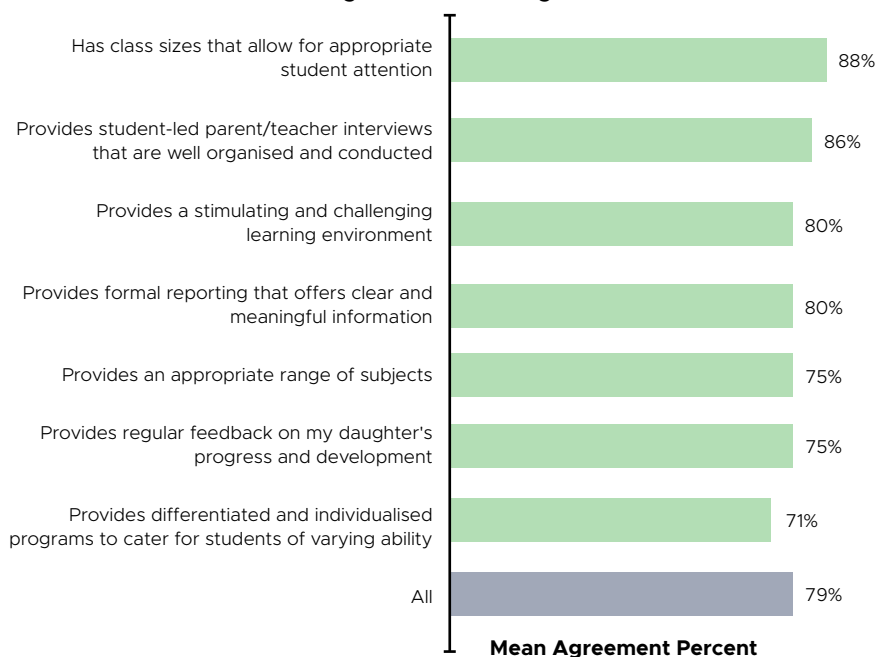
2020 Clayfield College Year 6 Parents – Agreement with Statements Relating to the College's Academic Program

The College's Academic Program...



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

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



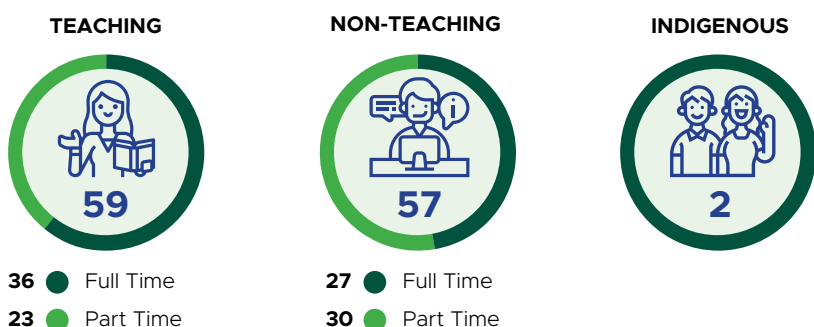
Open Responses

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

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

Workforce Information

Staff Composition



Qualifications of all Teachers

QUALIFICATION	Detail the number and/or the percentage of classroom teachers and school leaders at the school who hold this qualification
Doctorate or higher	5%
Masters	24%
Bachelor degree	100%
Diploma	53%
Certificate	14%

Teacher Participation in Professional Development

Description of professional development activity	Number of teachers participating in activity
QCAA curriculum seminar/webinar	9
QCAA confirmation/assessment	6
QCAA marker training	4
Other curriculum workshops	18
ISQ	3
IB – Primary Years Program (PYP)	2
Pastoral	4
Vocational education and training	1
Special needs	2
First aid training	34
Fire safety training	55
Workplace induction training	55
Child protection training	59



Expenditure on Professional Development

Total number of teachers	Total expenditure of teacher professional development	Average expenditure on professional development per teacher
59	\$36,570	\$619.83

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

Number of staff	Number of school days	Total days staff absences	Average staff attendance rate
116	185	438	98%

For permanent and temporary classroom teachers, the average staff attendance rate was 98.0% in 2021.

Teaching Staff Retention

Number of permanent teaching staff at end of previous year	Number of permanent teaching staff at end of following year	Retention rate
63	59	93.7%



Student Outcomes

Average Student Attendance Rate

Number of school days in program year	Average number of all students	Total number of all student absences	Average attendance
180	441	4,199	95.91%

Average Student Attendance Rate for Each Year Level

Average number of students in each year level	Total number of all student absences	Number of possible days attendance	Total attendance	Average attendance rate %	
Year level					
Pre-Prep	18	263	3,159	2,896	91.67%
Prep	19	164	3,400	3,236	95.18%
1	22	200	3,929	3,729	94.91%
2	19	108	3,477	3,369	96.89%
3	18	61	3,261	3,200	98.13%
4	23	162	4,050	3,888	96.00%
5	24	123	4,246	4,123	97.10%
6	34	184	6,208	6,024	97.04%
7	30	252	5,322	5,070	95.26%
8	45	528	8,150	7,622	93.52%
9	36	378	6,546	6,168	94.23%
10	35	563	6,222	5,659	90.95%
11	58	573	10,412	9,839	94.50%
12	61	640	10,922	10,282	94.14%
441	4,199	79,304	75,105	94.71%	

Apparent Retention Rate Years 10–12

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

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

Management of non-attendance:

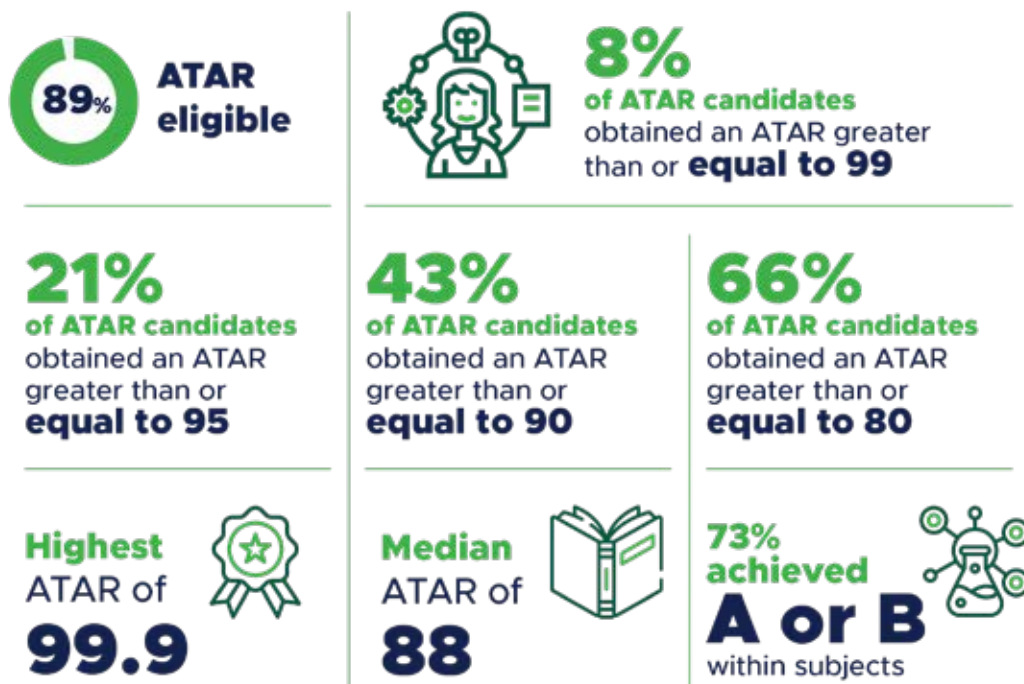
Parents must inform the College if their child cannot attend the College before 8.20 am each day. They can provide this information via the College app or an email address to explain their child's absence. The College is concerned about the safety and, as such, keeps accurate records of student attendance. 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.

NAPLAN results for Years 3, 5 and 7 and 9 in 2021

	Year 3 (2021)	Year 5 (2021)	Year 7 (2021)	Year 9 (2021)
Reading				
Clayfield College Average Score	508	556	551	586
Average Score (National)	438	511	542	577
Writing				
Clayfield College Average Score	465	529	531	575
Average Score (National)	425	480	522	551
Spelling				
Clayfield College Average Score	480	524	531	575
Average Score (National)	421	504	548	580
Grammar and Punctuation				
Clayfield College Average Score	494	596	559	587
Average Score (National)	433	503	533	573
Numeracy				
Clayfield College Average Score	448	521	540	582
Average Score (National)	403	495	550	588

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

2021 ATAR Results



The table below provides a summary of the 330 individual results achieved within subjects:

Result	A	B	C	D
% Achieved	37	35	25	2

Year 12 Outcomes

Outcomes for our Year 12 cohort 2021

Number of students awarded a Senior Education Profile	64
Number of students who received an ATAR	57
Number of students awarded one or more Vocational Education and Training (VET) qualifications	22
Number of students awarded a Queensland Certificate of Education at the end of Year 12	62
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	97%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer	100%

Post-school Destination Information

Study Area	Students
Business	4
Nursing	3
Biomedical Science	3
Science	3
Advanced Science	2
Communication	2
Veterinary Technology	2
Music	2
Business/Communication	2
Business/Fine Arts (Film, Screen & New Media)	1
Design/Urban Development	1
Engineering Commerce	1
Clinical Exercise Physiology	1
Justice	1
Psychology	1
Psychology/Business	1
Nursing/Psychology	1
Health Science	1
Dental Prosthetics	1
Property Economics	1
Business Administration/Global Studies	1
Nursing/Business Administration	1
Aviation	1
Occupational Therapy	1
Law/Psychology	1
Law	1
Biomedicine/Business	1
Pharmacy	1
Physiotherapy	1
Education (Primary)	1

Study Area	Students
Education (Primary & Secondary)	1
Design	1
Environmental Management	1
Architecture	1
Urban Development	1
Midwifery	1
Biomedicine/Doctor of Medicine	1
Business/Creative Industries	1
Politics, Philosophy and Economics	1

Institution	Students
QUT	24
UQ	15
ACU	9
Griffith University	4
University of Sunshine Coast	3
University of Melbourne	3
Bond University	2
University of New England	1
TAFE QLD (Bachelor degree course)	1

Financial Information

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

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

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

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

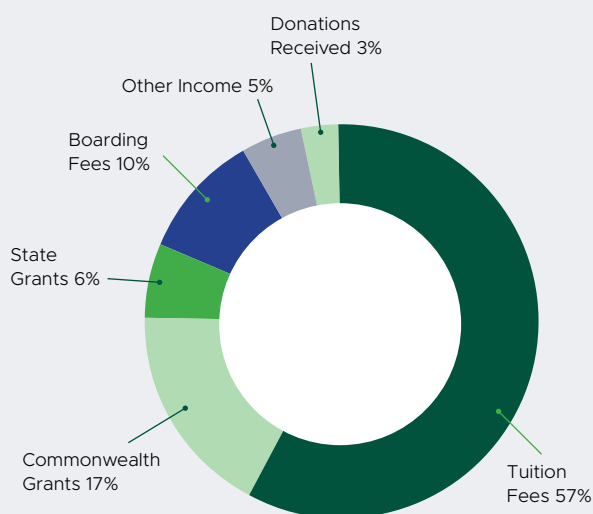
The PMSA's audited financial statements are prepared in accordance with Australian Accounting Standards and include accounting policies. They comply with Association Incorporations Act 1981, Australian Education Act 2013, Education (Accreditation of Non-State Schools) Act 2017, and Australian Charities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

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

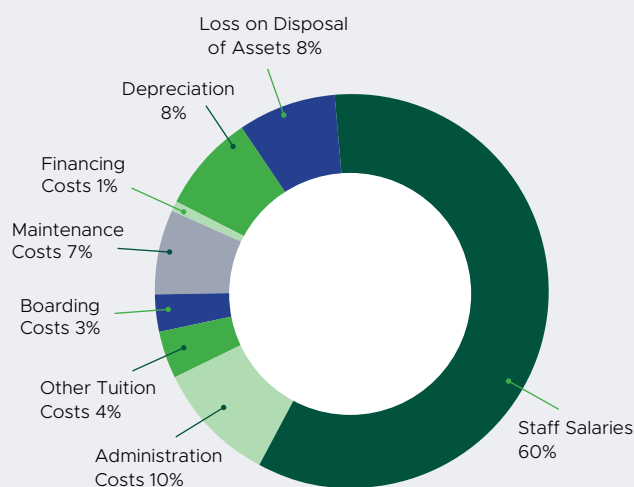
The PMSA works to ensure that the Group's performance is achieved and optimised through a range of defined oversight and governance processes. Each year, PMSA schools pay an amount to the PMSA to cover PMSA Group office costs incurred in governing the schools as well as collective expenses for insurance premiums, auditing, professional development and training, compliance, and other consolidated costs for each of the schools. The College is committed to prudent management of finances while continuing to deliver a high-quality and well-rounded education for our students. Fees increases for 2021 were limited to 1% with a discount offered if fees were paid annually in advance.

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

Operational Income 2021



Operational Expenditure 2021



From the Chaplain

The theme chosen by our Seniors for 2021 focussed on community, culture and change. Meaningful connections have been even more important during this year which has again been impacted by COVID-19. A strong sense of community in the College helped by students and staff building positive relationships is something that many families in the school comment upon favourably and value as an integral part of who we are as a school.

Jesus reminds us that we all have a part to play in our community. He uses the analogy of a body and its many parts to highlight that each part of the body is vital for it to function well. When we look to Jesus as the head of the body to give us wisdom, guidance and courage to be the best that we can be as individuals and as a community we bring about change and shape a culture which thinks

about the needs of others. This year the seniors chose to continue to support the work of the Amar Seva Sangam in India as an ongoing commitment to serving others.

Having a united focus to support others beyond our school was a practical way in which we were able to be changemakers, albeit in a small way, in the lives of young people whose needs and aspirations are far different to our own.

Throughout the year we have all played a part in the 'body' of our College. We may feel that our part has been minor but each of us can play a part in making our community thrive and change for the better as we look to the future.

Thank you to all our student leaders who have taught us about community and worked to create a positive culture across the college. We give thanks to

God for the influence they have had and pray that the Spirit of Christ at work in them provides them with the confidence to be changemakers in whatever endeavours the future holds for them.

Reverend Paul Yarrow
DipT, BEd, GDipMin
Chaplain



About the PMSA

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

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

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

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

Our Mission

The PMSA's mission is to provide outstanding teaching and learning environments for our students and staff, in schools built on the teachings and examples of Jesus Christ. Our focus is to enable students to discover and then develop their God-given talents. Our aim is for students to achieve personal excellence, live fulfilling and satisfying lives, and make meaningful contributions to family and society.

Driven by Our Vision

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

Guided by Our Values

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

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

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

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

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

Excellence – We aspire to achieve excellence and encourage each person to reach their potential.

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



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



Dr Andrew Cousins

Principal

P: +61 7 3262 0262

23 Gregory Street Clayfield QLD 4011

PO Box 387 Clayfield QLD 4011

clayfield.qld.edu.au

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