

Annual Report

2024



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 8 and girls-only from Year 9 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 2024 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 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 8
Single Sex - Female	Year 9 to Year 12
Characteristics of the Student Body*	
Total Enrolments (November 2024)	
Primary Students	266
Secondary Students	299
Total Enrolments	
Students	565

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

Highlights 2024

Under our guiding theme for the year, we certainly dreamt **BIG and LOUD** as a College community throughout 2024.

Learning by Design

Class of 2024 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
- 20% of ATAR candidates obtained an ATAR greater than or equal to 95
- 32 % of ATAR candidates obtained an ATAR greater than or equal to 90
- 68% of ATAR candidates obtained an ATAR greater than or equal to 80
- Median ATAR of 85.00

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

Result	% achieved
A	33
B	33
C	30
D	4



Wellbeing through Belonging

Care@Clayfield Staff and Parent Series

Our Care@Clayfield speaker series brought invaluable insights to our community, including sessions with renowned clinical psychologist, Dr Judith Locke as well as Dr Justin Coulson. Dr Locke shared strategies to foster resilience and independence, while Dr Coulson provided advice on managing childhood anxiety. Their expertise enriched the pedagogical practice of our staff, as well as provided our parents and carers with practical takeaways.

Illuminate Extension Program

A specialised, invitation-only extension program was offered to students in Years 7 to 9, providing them with the opportunity to engage in passion projects in either STEM, HEAL or the Creative Arts.



Learning by Experiences

The Little Mermaid Jr. Musical

Our students brought Disney magic to life with The Little Mermaid Jr. Musical, captivating more than 1,000 audience members over three sold-out shows. From unforgettable songs like Under the Sea to perfectly timed comedic moments, our talented students from Years 5 to 10 transported us to an enchanting underwater kingdom.

Opus Concert Series

Over four concerts, our Primary and Secondary students showcased their dedication and talent for music making. A highlight of the series was the Opus 3 Concert, where our students performed at Saint Andrew's Uniting Church and experienced its magnificent acoustics and ambiance.

Sports

Our gymnasts dominated at the QGSSSA Artistic Gymnastics Championships, with our Open, A Grade, B Grade, C Grade and D Grade teams all taking out first place! We increased the number of boys' basketball teams participating in the BBI Club Competition, commenced the PMSA Sailing Program, and introduced a new HPE Uniform and Representative Sports Uniform.

Trips and Tours

Our students embraced once-in-a-lifetime experiences across Australia and around the world through experiences such as participating in the Cambridge Scholar's Program; the Duke of Edinburgh International Award; exchanges to Redlands School, Pymble Ladies' College and Trafalgar Castle School; as well as the World Challenge Trek and Community Service trip to Nepal.

IGNITE Program

Students in Years 7 to 10 engaged in experiential, project-based and service learning opportunities including baking for Community 4 Compassion, preparing birthing kits for the Birthing Kit Foundation, creating Zonta Breast Care Cushions, visiting Aveo Retirement Village, preparing packs for Friends with Dignity and participating in a Film Festival.



Sustainability with Responsibility

Campus Upgrades

Our campus facilities were further enhanced to support the learning journeys of our students. Some projects delivered in 2024 included:

- Upgrades and refurbishments to the **Visual Art Classrooms** and the **Carolyn Hauff Boarding House**.
- Official opening of new spaces including the **Cardio Room and Strength and Conditioning Room** within the Ida Kennedy Physical Education Centre, the **Clayfield College Museum**, and the new **Primary School Playground**.

Most significantly, 2024 saw the construction of a three-storey building commence. To be named 'The EDGE,' this is the first new building for the College since 2009, and will house Design Technology Fabrication Laboratories and feature state-of-the-art fitouts to foster creativity, curiosity, and hands-on learning.

Connected Community

Our flagship community event, **On the Green**, was headlined by the incredible Kate Miller-Heidke. The 1,500-strong crowd were captivated by her stunning voice, and were thrilled to see her take the stage with some of our Primary and Secondary students.

Our 2024 **Giving Day** exceeded all targets set, with our community raising an incredible \$267,871 through 433 generous donations in support of the work of the Clayfield College Foundation.

The **CCOCA Future Leaders Program** was launched to provide opportunities for current students to network and be mentored by our alumni.

The **Spirit of Clayfield Awards** were introduced as a way to recognise and celebrate students, staff, alumni and community members who shine their light brightly. The inaugural awards were announced at our 2024 Foundation Day Assembly.

A Message from the Chair and Chief Executive Officer



As we reflect upon the 2024 year, it is with gratitude that we recognize the remarkable accomplishments achieved by our school communities.

This year has been a testament to our shared commitment to achieving the PMSA Mission to 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.

As we look back on our long and diverse history, we are reminded of the enduring legacy that has shaped the PMSA and its schools. Our journey has been marked by significant achievements and milestones, each contributing to the rich tapestry of our heritage. This year, we have continued to build on this legacy, guided by our strategic priorities which were launched in early 2024.

Expanding Visionary Educational Experiences and Cultivating Christian Faith are at the heart of the PMSA mission. We continue to evolve our programs in order to inspire and challenge our students, equipping them with the skills and knowledge they need to succeed in an ever-evolving world. Our Christian Education programs provide students with opportunities to explore and deepen their understanding of Christian principles and faith and participate in a variety of Faith in Action programs which provide opportunities for reflection, growth, and community service.

Igniting Student Potential seeks to build on our students' distinct areas of strength in order to allow for each student to achieve success. 2024 has been a year of outstanding achievements for students in all of our schools in academics, arts, sports, and beyond.

Nurturing Our People is essential to our continued success. We have made substantial investments into our staff and teams over the last two years and will continue, over the coming years, to build upon the findings of our annual staff surveys to ensure that our staff they have the resources and support needed to thrive and advance in their careers.

Embedding Exceptional Performance guides our pursuit of operational excellence. We continue to implement improvements in processes, systems and ways of working as we pursue best practice in all areas, from operations to administration and governance.

Finally, **Elevating Digital Technology** seeks to harness the power of technology to enhance educational experiences, ways of working, to promote digital literacy, and prepare our students for the future. The development of the PMSA Digital Strategy will underpin our initiatives in this area.

Our achievements would not have been possible without the dedication and hard work of our community and the Board thanks the School Advisory Councils, Governance Committees, the Parents & Friends Committees, Foundations and Alumni groups supporting the schools, the Principals, their Executive leaders and staff, parents and volunteers.

Thank you for being an integral part of our journey. Your support and dedication are what make our schools truly exceptional.

With God's blessings,

Wayne Knapp
PMSA Chair

Alan Swanson
PMSA CEO

From the Principal



In 1955's Life Magazine Albert Einstein said...

The important thing is not to stop questioning. Curiosity has its own reason for existing. One cannot help but be in awe when we contemplate the mystery of eternity, of life, of the marvellous structure of reality. It is enough if one tries merely to comprehend a little of this mystery every day.

I am so incredibly excited that during 2024 we embarked on creating a space at Clayfield for students to do exactly that - to comprehend a little mystery every day. Whilst curiosity and inquiry are an integral part of the learning experience in every Clayfield classroom, the completion of our Design Technology Fabrication Laboratories next year will provide a space for students to pose questions, wonder why and as Einstein said '*contemplate the marvellous structures of reality*'. These spaces will fuel creativity, curiosity and design thinking as students solve real world problems.

In addition to these building works, our campus has undergone several exciting upgrades this year:

- **Visual Arts Revitalisation:** Our Visual Art Rooms received a complete facelift, inspiring creativity and innovation.
- **Playground Renewal:** The Primary School Playground was overhauled, offering our youngest learners a dynamic and stimulating environment to play and explore.
- **Boarding House Enhancements:** Continued capital investments have modernised the Carolyn Hauff Boarding House, ensuring a welcoming home for our boarders.
- **Celebrating Our Heritage:** On Foundation Day, we proudly opened the **Clayfield College Museum**, a testament to our rich history and vibrant community.

- **Sports and Fitness Upgrades:** Thanks to the generous support of the Clayfield College Foundation, we opened **Strength and Conditioning and Cardio Studios**. Renovations to the College Pool are also about to begin, promising state-of-the-art facilities for our athletes.
- **Future Projects:** Soon, digital screens and scoreboards will be installed in the Ida Kennedy Physical Education Centre. A new **mountain bike trailer**, supported by the Foundation, will facilitate our growing co-educational sports programs.

For me the most heartwarming part of this amazing list of projects is not just that they symbolise health, progress and enhanced educational offerings for our students but that we did it together. Each one of these projects has only been possible through the efforts of team Clayfield. It really shows that when we genuinely collaborate and work together, that we are awesome.

2024 is a year where we dreamed big and loud and saw remarkable achievements including:

- The Little Mermaid Jr. musical production,
- Continuation of the Illuminate Program, enabling students to be academically extended and enriched through projects,
- Launch of a new sports uniform,
- Continued sporting success, with teams excelling in gymnastics, volleyball, basketball and hockey,

- Our Opus 3 concert performance at Saint Andrew's Uniting Church
- Introduction of the CCOCA Future Leaders Program, connecting alumni with current students
- The popular 'On the Green' event featuring Katie Miller-Heidke, and
- Launch of the Spirit of Clayfield Awards, celebrating alumni and community achievements.

This wonderful and diverse list of achievements and initiatives continue to fuel and energise our growing student population. In 2024 we welcomed 190 new students to Clayfield College during 2024 and look forward to welcoming 130 new and confirmed students during 2025, a number which continues to grow daily. Whilst it is wonderful that we can welcome new families to our community, central to our value proposition is that at Clayfield we are a community where everybody knows your name. This sense of belonging is only possible when the learning is personal, the experience tailored and the enhancements experienced by students now.

As we move forward, I urge everyone in our community to embody the spirit of curiosity. Be inquisitive, embrace wonder, and foster creativity as we dream boldly together. Let us collectively let our light shine and share the unique Clayfield spirit with the world.

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

There is a Chinese proverb that states, “Learning is a treasure that will follow its owner everywhere.”

This timeless wisdom underscores the enduring value of education. It reminds us that true learning extends far beyond the classroom; it is about cultivating lifelong skills, values and curiosity that ultimately shape the individuals we become. Each experience, challenge and triumph add to the rich tapestry of our personal and collective growth. In this spirit, the 2024 Annual Report serves as a vibrant testament to this ongoing journey. 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 ensures 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, Professor Christine McDonald, and Mr Craig Clulow who completed his tenure in May, thank you for your support and invaluable contributions. Your commitment has helped to strengthen and enrich our College community over this past year. I also extend my sincere appreciation to the PMSA for their continued dedication and support. Their investment of \$10 million in capital infrastructure this past year, with a further commitment of \$13.5 million in 2025, underscores a shared vision for excellence and future growth. These investments reflect a strong commitment to enhancing the facilities and opportunities available to our students, ensuring that our College is at the forefront of educational innovation and development.

Our College continues to flourish, with enrolments rising steadily – a testament to the trust and confidence families place

in the education we provide. Principaled tours have been fully subscribed, highlighting the vibrant, nurturing and enriching environment we offer. Yet, despite our growth, we remain grounded in what sets our College apart: 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.

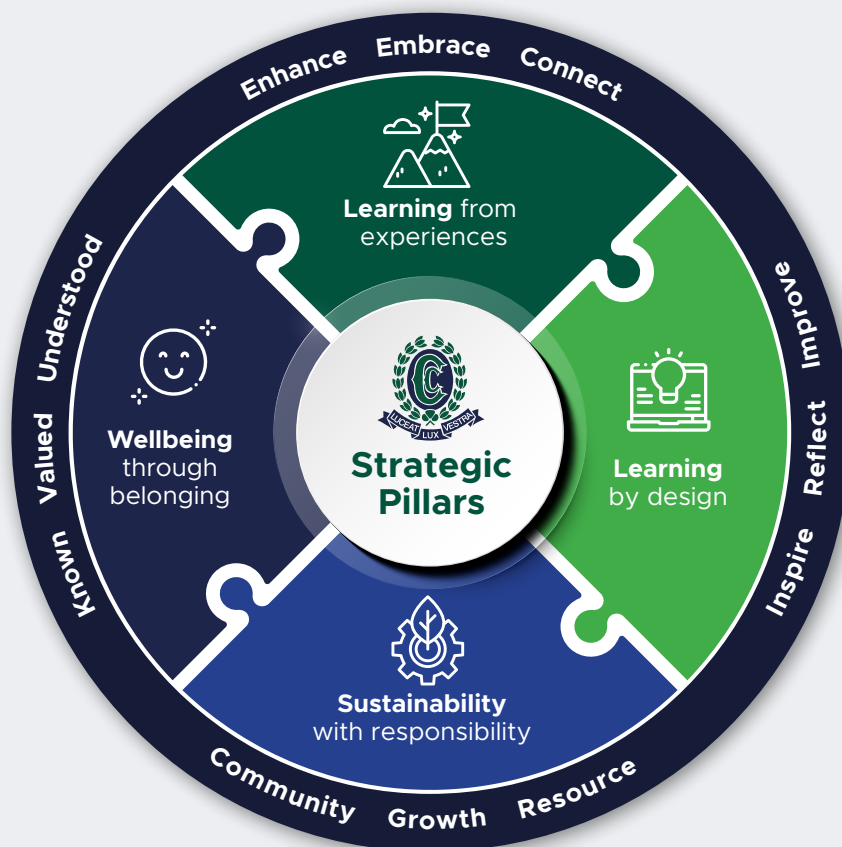
As we reflect on the past year, let us celebrate the achievements we have shared, the challenges we have faced and overcome, and the opportunities that lie ahead. With gratitude for the lessons learned and excitement for the future, I look forward to seeing the continued success and growth of our students. May they continue to gather and cherish the treasures of learning throughout their journeys, shaping bright and fulfilling futures.

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. Students can access both in-class support and extension opportunities, fostering an inclusive learning environment that caters to diverse intellectual needs.

Students engage in a varied array of learning experiences, both within and outside the classroom, enriching their scholastic journey and fostering well-rounded development.

Extension programs encourage curiosity, creativity, and deeper understanding, preparing students for future academic and professional success. The 2024 *Illuminate* 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.

The Cambridge Scholar's Program 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. Residing at Gonville & Caius College's Old Courts site on Trinity Street in the heart of Cambridge, students attended courses in a vast range of areas including Business Psychology, Cambridge Thinking,

Chemistry, Engineering, International Relations, Cosmology, Criminal and Forensic Psychology, Economics and Finance, Essay Writing, Mind Games, English Literature, Journalism, Law, Computer Science, and The Quantum Universe. Courses were taught by passionate tutors from either the University of Cambridge or top independent schools in the United Kingdom. Practical skill development workshops were also offered, including Mock Criminal Trials, College Application Workshops, Photography Workshops and Practice Interviews for Cambridge and other universities.

"Lunch in the Forum" sessions encouraged participation in the Humanities, while the inaugural Secondary Book Week celebrations, culminating in a vibrant Book Week Parade, were a resounding success. The Technologies introduced units on Textile Design, allowing students to create garments using our new sewing machines. Our senior Design and Engineering students undertook university visits, which provided them with real-world insights, fuelling their motivation to pursue their career goals. The STEM Breakfast provided opportunities for students to connect with mentors, and hear from Guest Speaker, Dr Susan Grummitt, an Old Collegian and current CEO of an international engineering company.

Students in Years 9 -12 attended a performance of "Wicked", enriching their understanding of the Musical Theatre

genre. Year 7 students enjoyed the Opera Queensland production of "Hansel and Gretel", and students from Years 5 -12 participated in the Queensland State Honours Ensemble Program at the Conservatorium of Music. This year's Artists Mentor Program featured a dynamic blend of new and returning artists. Their mentorship enriched student learning, fostering diverse artistic growth which culminated in the LUX Showcase, a wonderful display of our Primary and Secondary students' achievements from the year's learning. Language students participated in a variety of cultural activities including food making, dancing and visiting Hispanic and Chinese restaurants. Sport and Recreation was an exciting new subject that was introduced in Year 11, which provided many practical opportunities for learning to be extended beyond the classroom.

Students participated in a variety of competitions, including the Australian Geography and History, QUT High School Mooting, ICAS, Chinese and Spanish Writing and Speaking, Big Science, Maths Olympiad and 2024 Buy Smart Competitions. We entered six teams in the Queensland Da Vinci Decathlon, with our Year 5 Team securing first place in the Creative Producers Category and our Year 10 Team achieving second place in the Legacy Category. Two Year 9 Teams competed in the Ethics Olympiad, which allowed them to collaboratively analyse and discuss real-life, interesting, ethical issues.



Students engage in a varied array of learning experiences, both within and outside the classroom, enriching their scholastic journey and fostering well-rounded development.

Professional Development for staff remained a priority, with sessions featuring exceptional guest speakers who presented on topics such as catering to neurodiverse learners and integrating Artificial Intelligence (AI) into teaching and learning. “Walk Through Wednesdays” were introduced, with Middle and Senior Leaders visiting classrooms to engage with in- class learning and activities. Academic staff shared exemplary practice with their

peers on topical pedagogical areas of support, extension, personalising learning, learning intentions, success criteria, and creating nurturing and stimulating learning environments.

As AI continued to dominate the global scene, our Deputy Principal- Academic/ Head of Secondary, Mrs Lakshmi Mohan, participated in a panel discussion at the inaugural Independent Schools Queensland Education in AI Conference, which addressed maintaining academic

integrity in the face of the challenges that AI poses to our current assessment practices. Our Head of Business, Entrepreneurship, and Performance, Mrs. Chantal Carter, presented at the 2024 Business Educators Australasia Conference, where, as part of the conference theme: *Innovative Perspectives*, she highlighted our Year 8 and 9 entrepreneurial programs.

The Primary School

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

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

The Pre-Prep program has had another dynamic year, where the staff, students and families have laid the groundwork for lifelong learning. With a new Early Childhood Teacher, Mrs Lord, coming on board in Term 2 and completing our Assessment and Rating Visit at the beginning of the school year; our new team embraced the challenge before them. The team passed the 7 Quality Areas with ease; with Safety & Health and Relationships with our Community, very strong, demonstrating our alignment in partnerships and care within our community.

The continuation of specialist lessons is an integral part of the PP program. Students engage in various experiences on a weekly basis, including Learn to Swim (Terms 1 and 4), Spanish, Gymnastics, Library, and Music, all of which contribute to our involvement in the broader school community. Our families have consistently expressed a desire for before and after school care, as well as Vacation Care opportunities. We are currently unable to offer these services. However, we have extended the school day for Pre-Prep students by incorporating additional co-curricular activities, such as dance, tennis, and soccer.

The Preparatory Year is the first formal year of school and as such the emphasis is on building a solid foundation in preparation for the primary years ahead. Phonological awareness is fundamental for the learn-to-read process, and thus students in Years P-4, follow the Promoting Literacy Development (PLD) programme, emphasising a synthetic phonics approach. Guided reading, writing and mathematics sessions regularly are integrated into the morning literacy and numeracy block to focus on targeted strategies at each child's level of development. Units of Inquiry, Personal Development and Technology also form part of the Prep Curriculum. Bush School and Gymnastics are the highlight in the Prep week and offer a program like no other school in Brisbane.

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

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

Science and Social Science are built around our Units of Inquiry, where we acknowledge that the act of inquiry is critical to learning and growth. Teachers create a flexible, equitable and authentic environment and frame their teaching of skills through open-ended questions or provocations, positioning students as investigators and researchers.

Technology, Library, Chinese, Spanish, Music, Strings, Art, Digital Technologies, Food Technology, Chess and HPE are additional subjects offered in the Primary School. Additionally, there are a multitude of Clubs offered by our staff that change each term to suit the needs of the students. Homework Club is offered for students in Years 3-6, and in 2025 this will extend to students in Years 1 and 2.

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

Feedback and Feedforward form an important part of our sharing and goal setting for students. Twice annually, both students and their families partake in Gallery Walks, providing an opportunity for families to gain insight into the specific learning experiences unfolding within the classroom environment. Additionally, our Parent-Student-Teacher 3-way conferences serve as a proactive platform, engaging parents, students, and educators in reflective discussions concerning student progress and the establishment of future goals and targets.

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

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

Students enjoyed harnessing their House Spirit for the Interhouse Carnivals and Games Days throughout the year. 2024 saw the introduction of Swimming Exhibitions and Carnivals for PP, Prep and Year 1.

The Primary School takes great pride in having established a Presentation Day Award in honour of David Peckham, a teacher we tragically lost in April. His kindness, good humour, and dedicated service to the College will be remembered annually, with a Year 2 student being selected to receive this prestigious award in his memory.

We wholeheartedly welcome and actively encourage family engagement, which serves to enhance the depth and breadth of our program.



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, 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, 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 2024, Clayfield offered 25 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 programme, 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 guide 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 2024 Ignite Program was a dynamic initiative designed to foster creativity, teamwork, and community service among Year 7 to 10 students. The Year 7 and 8 program culminated in a Film Festival where students showcased their talents by creating films, strengthening friendships and collaboration. This experience encouraged participants to explore their media skills, using mobile phones as tools for creative expression.

In addition to the film festival, students engaged in several impactful community service activities. Year 9 and 10 students baked goods for Community 4 Compassion, a charity that provides meals to those in need, and assembled birthing kits to aid in safer childbirths in underserved regions. They also contributed to the Zonta Foundation by making breast care cushions for those recovering from breast cancer surgery. The program included visits to Aveo Retirement Village, where students connected with elderly residents, sharing stories and creating lasting memories. Additionally, students learned about the negative impact of fast fashion and contributed to reducing waste by upcycling clothes.

Through these activities, students developed valuable life skills, learned the importance of community support, and gained a deeper appreciation for social causes. The 2024 Ignite Program was a fulfilling experience that allowed students to give back, enhance their creativity, and build meaningful connections.



Co-Curricular Activities

Students were provided a broad range of co-curricular experiences in 2024, including sport, music, service learning, outdoor education, debating and other enrichment experiences that occur outside of the classroom.

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

The Duke of Edinburgh program continues to thrive at Clayfield College, providing students with valuable opportunities for personal growth, adventure, and service, with students actively participating across the Gold, Silver, and Bronze levels. In 2024, three students achieved Gold and one achieved Silver. Two major adventurous journeys took place. From April 25 to May 1, Gold and Silver participants embarked on an exciting expedition, testing their endurance and teamwork skills. Later in the year, from September 14 to 17, students participated in a sailing trip around Moreton Bay, experiencing unique challenges and learning essential navigation skills. Beyond the adventurous journeys, students engaged in meaningful service and residential experiences. Activities such as the Homework Club, Community for Compassion, and academic mentoring programs allowed participants to give back to their communities. Additionally, involvement in initiatives like coaching for Clayfield sporting teams, and Delta Gymnastics enriched their overall experience. Residential programs included a service trip to Nepal. These opportunities exemplify the spirit of the Duke of Edinburgh Award at Clayfield College, fostering resilience, leadership,



and community engagement among students, ensuring they develop skills that will benefit them well into the future.

The 2024 school debating season saw enthusiastic participation from students across various year levels, with six teams, totalling 24 students, representing Clayfield College in the Queensland Debating Union (QDU) Competition. Throughout the season, students competed in four rounds of debates, showcasing their critical thinking, public speaking, and teamwork skills. A major highlight of the season was the outstanding performance of the Year 11 team, which successfully advanced to the Finals.

Clayfield College's co-curricular program for The Creative Arts boasts an impressive array of offerings, including four string ensembles, two string quartets, five choral ensembles, two Concert Bands, a Year 5/6 beginner band program, percussion ensemble, Big Band and the Year 3

string enrichment program. Additionally, dance tuition is available through the Secondary Dance Troupe and Primary Irish Dancing lessons.

Our students performed at the Opera Queensland Gala Dinner held at Howard Smith Wharves. We have enjoyed our professional partnership with Opera Queensland for the past three years which has enabled students to undertake workshops, masterclasses and enjoy a variety of opera performances within the College and at QPAC.

We have enjoyed collaborating with Brisbane Boys' College at a number of events including the ANZAC Children's Service, Combined Choral and instrumental workshops and performances for both Primary and Secondary students, performing major orchestral and choral works at the Brisbane Boys' College Grand Concert and the Clayfield College Speech Night. We value this partnership as it allows our students to make music and build connections.

Arts Day 2024 was a vibrant celebration of creativity, with *A Time to Shine* as the theme of the year. Throughout Term 2, students worked hard to choreograph House Dances, with guidance from guest choreographers Jess French and Ashley George. Each House embraced a different era for their performance, and the hard work culminated in spirited routines that brought excitement and energy to the day. On the day, students participated in a wide range of creative workshops, offering artistic outlets beyond performance. Workshops included jazz, salsa dancing, music production, musical theatre, theatre sports, and visual art. Students were engaged in a Yayoi Kusama-inspired sculpture workshop led by Wendy Winsley and explored portrait drawing with David Wells, broadening their artistic skills and creativity.

On the Green was a huge success featuring Kate Miller-Heidke as the guest artist. Students were able to workshop with Kate in the morning sessions and two Year 12 Music Extension students had the opportunity to sing for her and receive feedback on their performances. One Year 12 student was selected to sing with Kate Miller-Heidke on the day. Clayfield College Big Band, Brisbane City Big Band and Jame Prendergast were also featured artists on the day.

Six string students and two staff travelled to St George on a 4-day tour to perform at a variety of local schools as well as numerous performances at the St George Show. Students were able to connect with Old Collegians as well as meet prospective families.

Opus 3 was held at Saint Andrew's Uniting Church in the City and was a huge success with performances from our Secondary School choirs and ensembles. All Primary music students from Years 4-6 participated in the Junior Music Festival held at Somerville House. Students performed as part of the Concert Band, String Orchestra or choir and this event enabled students and staff from the PMSA to collaborate musically together.

The production of *The Little Mermaid JNR* at Clayfield College stands out as a remarkable achievement. Throughout this journey, the cast and crew demonstrated

exceptional dedication and creativity, making the show a truly special experience. This production ran a matinee and two evening performances for over 1000 people. Students were fortunate to participate in workshops with Opera Queensland and industry professionals, which significantly enriched their learning and enhanced the overall quality of the production. Forty students from Years 5-10 were cast in the production with ten Year 12 students assisting with backstage, hair and make-up.

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

Representative Honours:

Clayfield College students can pursue sporting representative honours through various trials and competitions. From City District to North Independent District trials, students can strive for selection on Metropolitan North teams, competing at Queensland Secondary Schools State Championships and

School Sport Australia National Championships. These opportunities not only highlight individual talents but also cultivate sportsmanship and foster camaraderie on a broader platform.

Andrews Cup and Britton Shield:

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

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

In 2024, Clayfield College continued its tradition of excellence in the Andrews Cup, securing the Percentage Cup for swimming for the seventh time. Additionally, our gymnastics team showcased their prowess, emerging on the podium in team events.

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



QGSSSA Competition:

In 2024, Clayfield College proudly fielded teams across nine QGSSSA team sports: Australian Rules, Badminton, Basketball, Football, Hockey, Netball, Tennis, Touch Football, and Volleyball. A total of 34 teams represented the College, reflecting strong student participation and a continued commitment to fostering teamwork, enjoyment, and personal growth through sport.

In addition to team sports, the College experienced increased engagement in the Championship sports of Artistic Gymnastics, Athletics, Cross Country, and Swimming. Participation grew across all four disciplines, aligning with the College's mission to enhance student experience through inclusive opportunities.

A standout achievement came at the QGSSSA Artistic Gymnastics Championships, proudly hosted by Clayfield College. The College claimed five pennants, securing victories in the Open, A Grade, B Grade, C Grade, and D Grade competitions - a testament to the students' dedication and collaborative spirit.

The Swimming team also delivered a commendable performance, earning 52 additional points compared to the previous year - an encouraging indicator of rising participation and continued progression within the competition.

Secondary Boys Sport:

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

BBI Club Basketball – Summer and Winter Competitions

A key development in 2024 was the expansion of the boys' basketball program. Offered from Year 5 to Year 8, the program enabled students to participate in both the Summer and Winter BBI Club Basketball Competitions. This initiative provided a valuable platform for enjoyment, skill development, and team connection. The program grew from one to three teams, demonstrating the increasing enthusiasm and engagement of our students in this popular sport.

Britton Shield Swimming and Cross Country:

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

Team Sport Skills Acquisition Sessions:

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

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

The SHINE Program is dedicated to meeting the distinctive needs of student athletes through customised academic, well-being, and sporting support and enrichment opportunities. The program aims to empower students to excel in their

chosen sports while maintaining a balance between academic and athletic pursuits.

In the reporting period, the SHINE Program supported a cohort of 36 students representing a diverse range of sports. These students demonstrated exceptional dedication, passion, and potential in their respective disciplines, ranging from AFL, basketball and karate to football, tennis, swimming, athletics, cross country, artistic gymnastics, rugby league, rugby 7's, and touch football.

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

Strength and Conditioning:

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

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

Interhouse Competitions:

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

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





Social Climate

Pastoral Care

Our pastoral care team continued to examine the Social and Emotional Learning (SEL) competencies and how these can be integrated into our pastoral programs. Dr. Attwood reminded us that, upon leaving school in Year 12, a student's ability to manage their emotions and their level of self-awareness are equally as important as their academic achievements.

The Staff and Student Pulse Wellbeing Platform saw significant use in 2024, with numerous community members reaching out for support. Monitoring this data allows us to proactively assist where necessary and tailor our wellbeing programs to suit the needs of students in real time. The added feature of sending gratitude shout-outs, was a favourite amongst staff and students each week.

The vertical House system for students in Years 6-12, offered students the chance to engage with and connect to House traditions and culture. Arts

Day proved to be an enjoyable event for students in Years 6 to 12, fostering Interhouse spirit through rehearsals and culminating in a vibrant showcase of singing, dance, and drama. Our staff also joined in the fun with a Barbie-themed dance!

Students in Years 5 to 10 participated in workshops from various providers, including True Relationships, BATYR, Peer Power, Elevate and RACQ. Themes such as Bullying, Consent and Relationships were challenged and discussed through the online eSafety Commissioner.

The College enjoyed coming together for an RUOK Day drone picture on the Oval. Whilst wearing a touch of yellow, the word SHINE was made from our students and staff of the College.

Christian Education

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

This year the College Commencement Service for families to mark the start of the school year was well attended.

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

Faith Week led by our Chapel Captains in Term 3 had the theme 'Alive and Active'. Activities such as a Trivia Competition, Secondary students reading bible stories to lower Primary classes, a special Secondary service with guest artist Lynton Allan, banner painting and a dance party on the oval preceded by the cutting of a celebration cake meant the week was a constant reminder to everyone of the challenge to live by faith.

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



Service Learning

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

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

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

Year 10 and Year 11 students had the opportunity to volunteer 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.

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, sewing breast cushions for breast cancer patients, cooking food and preparing hampers for Compassion 4 Community Christmas lunch.

Personal Development and Wellbeing and Foundation

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

Child Protection Commitment

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

The College recognises that protecting students from harm and the risk of harm is fundamental to maximising their personal and academic potential. For this reason, the welfare and best interest of our students will always be a primary consideration. Clayfield College supports the rights of children and young people and is committed to ensuring students' safety, welfare, and wellbeing. The Whole School Pastoral Care Team (WSPCT) which includes the School Counsellor, Chaplain, Deputy Principal and other members of the College's Senior Leadership Team, share the responsibility of student welfare across the College. Clayfield College is therefore committed to responding to allegations of student harm resulting from any person's conduct or actions, including that of employees.

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

Parent and Community Involvement

Spirit of Clayfield Awards

The Spirit of Clayfield Awards were introduced in 2024 as a way of recognising and celebrating 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 inaugural awards were presented at our 2024 Foundation Day Assembly.

Parents and Friends Association

The Parents and Friends (P&F) Association continues to foster our strong community spirit, with a focus on 'friend-raising' through engaging social events and initiatives.

In 2024, new boarding families were welcomed into our Clayfield family with a function in the Boarding House, followed by the P&F Welcome Evening for our entire community early in Term 1. The Friends of Music supported key events, organising raffles and refreshments during the Musical, Opus Concert series and Carols Service. The Friends of Primary delighted younger students with Mother's and Father's Day stalls, and the ever-popular Primary Disco. The Friends of Sport energised our teams with pre-and-post championship breakfasts, while the Friends of Boarding strengthened connections for our families residing throughout Australia and internationally.

The P&F Association also enhanced a number of community events, such as On the Green, LUX 24 Exhibition, Care@Clayfield Parent series and the Carols Service, ensuring all attendees enjoyed our warm, Clayfield College hospitality.

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 93rd 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 presentation honoured the lasting impact our staff have made on the educational journeys of generations of Clayfield students. It was also an occasion where the Clayfield College Museum was officially opened.
- **The CCOCA Future Leaders Program** was launched to provide opportunities for current students to network and be mentored by our alumni. In its first year, the program included three events throughout the year. Firstly, an International Women's Day Breakfast was held, where students were inspired by Leith MacMillan (Class of 1979) and Rachel Gartshore (Class of 2016). The **Industry Network Event** connected Year 12 students with alumni across various professions, offering career insights and mentorship. Finally, **a STEM Breakfast was held during Science Week, with the keynote delivered by Dr Susan Grummitt (Class of 1986).** Susan gave powerful advice to students looking to pursue STEM careers and shared her professional journey in the field of engineering.
- The **4s' Decades Reunion** united alumni from 1964, 1974, 1994, 2004, and 2014, celebrating friendships and their lifelong connection to their alma mater.
- The **'Back to Campus Celebration'** as part of On the Green saw many Old Collegians join us for an afternoon of live music. The CCOCA also hosted a 'Cheesebox and Sweets Stall' for this much-loved community event.
- The **Emerald Club High Tea**, held in the Clayfield College Museum, was enjoyed by our Old Collegians who are older than 70 years. The special occasion also included a preview of the LUX 24 Exhibition, as well as the judging of the Old Collegians' Art Awards (Primary and Secondary).
- A new rose-planting tradition was introduced 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 Deidre Brandon (Class of 1957) and Guardian of the CCOCA.
- The **College Catch-Up** concluded the year, bringing together recent graduates (Class of 2023) 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 continued to Dream BIG and LOUD in support of the work of the Foundation in 2024. 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 of Excellence Program.

In early 2024, the Cardio and Strength and Conditioning Rooms in the Ida Kennedy Physical Education Centre were officially opened. These spaces, which support athlete development, were only made possible through the generosity of those who supported our 2023 Giving Day.

Significantly, our 2024 Giving Day also exceeded all targets set, with our community raising an incredible \$267,871 through 433 generous donations. This remarkable achievement reflects the spirit of philanthropy within our College community.

The Opportunities of Excellence Program, proudly supported by the Foundation, provided Primary and Secondary students with the chance to share the main stage at On the Green with award-winning Australian artist, Kate Miller-Heidke. Not only this, but they also had the unique opportunity to participate in an Open Rehearsal and Q&A with her earlier in the day – 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.



Our extended Clayfield family continued to Dream BIG and LOUD in support of the work of the Foundation in 2024.

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 Miller-Heidke, the 1,500-strong crowd were captivated by her stunning voice, and were thrilled to see her take the stage with some of our Primary and Secondary students.

Ladies Lunch

Our 2024 Ladies Lunch was an occasion filled with joy, laughter and friendship as we came together to celebrate the women within extended Clayfield family. Held at The Tote Room at the Brisbane Racing Club, our guests enjoyed captivating performances by Kate Stenzel, a coloratura soprano from Opera Queensland, as well as Allegria Chamber Strings and Campo delle Voci.



LUX 24 Exhibition

LUX 24 was a celebration of the Creative and Performance 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 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. We were also thrilled to welcome Australian artist Rachel Burke to judge the Art Awards, as well as Brisbane musician, Jame the Saxophonist DJ, who entertained the crowd!

Grandparents' Day

We had the joy of celebrating our grandparents with a special morning tea filled with delightful music performances, delicious morning tea and engaging classroom activities. It was heartwarming to see our grandparents join in the fun and share in the smiles and laughter with our Primary School students.

Festival of Fathers

The Festival of Fathers was an opportunity for us to celebrate and honour the fathers and father figures within our community for the love, care and support they give us everyday. Guests enjoyed outstanding music performances, a 'festival atmosphere' with inflatable sports games on the Main Oval, creative craft activities, a Polaroid stand, and delicious popcorn. A highlight of the event was the opportunity for our guests of honour to showcase their best dad-daggy-dance moves, adding to the fun and laughter.

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.

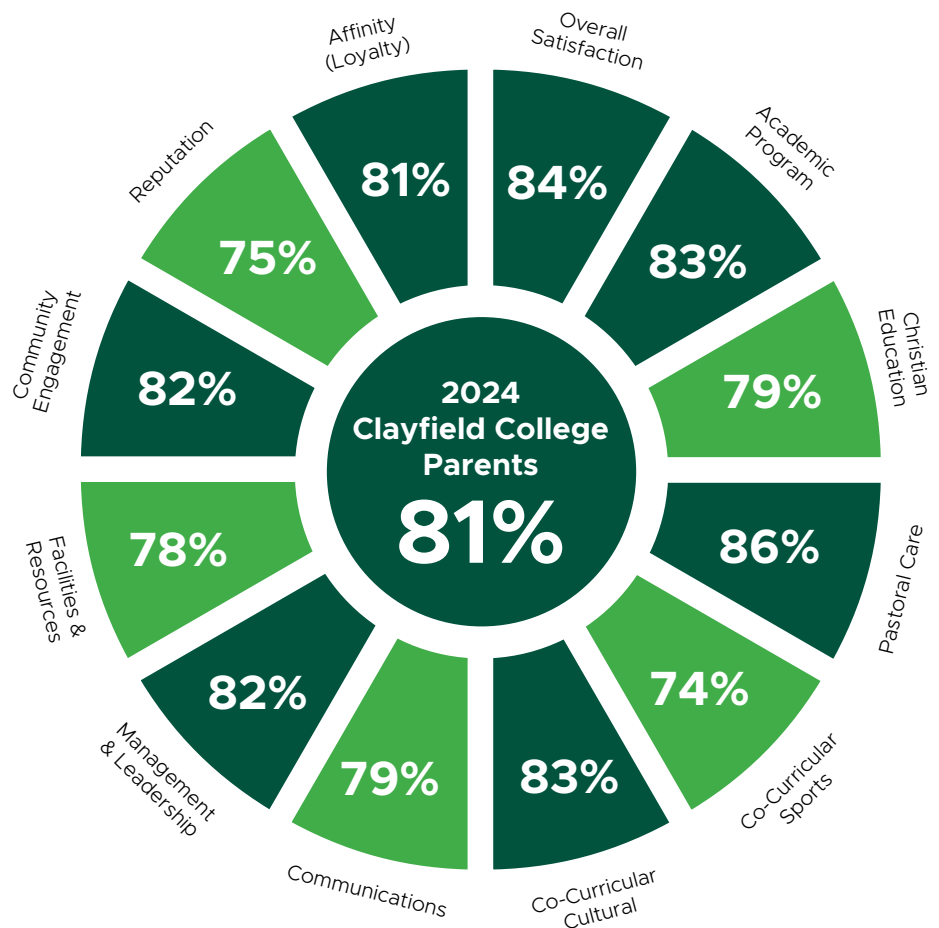
A comprehensive survey was conducted in 2024 with feedback sought from parents (Pre-Prep to Year 12) and students (Years 6 to 12). 214 parents and 274 students participated in the surveys and provided views on such areas as academic performance, pastoral care, Christian education, co-curricular sport,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

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.

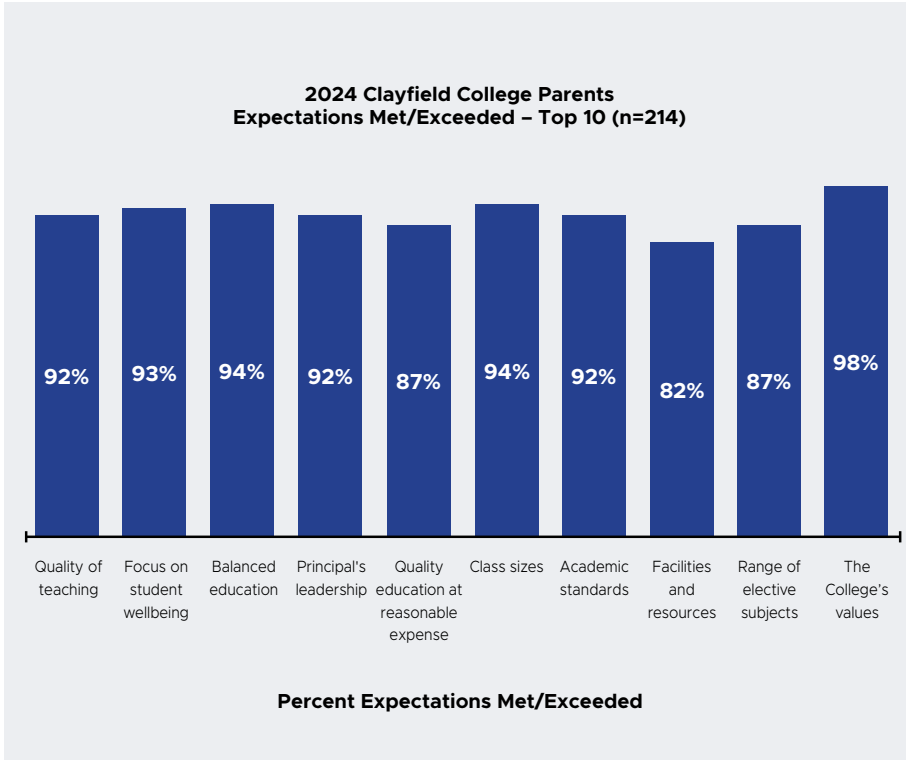
The overall score is 'very high' (81%).



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.

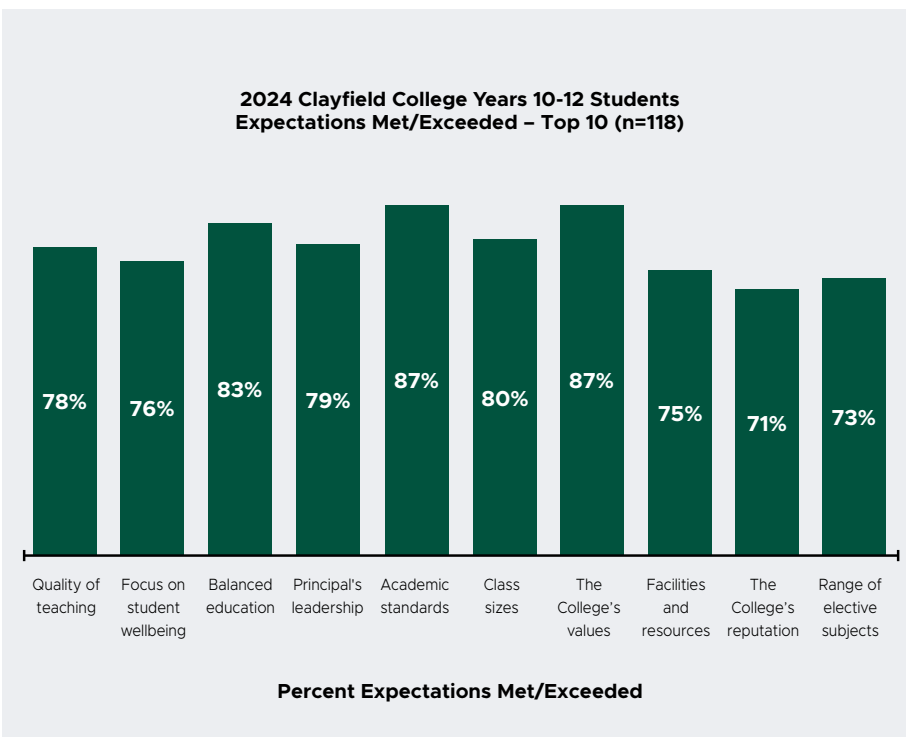


The top five areas are noted below:

1. 92% of parents noted their expectations were met or exceeded in relation to the quality of teaching
2. 93% of parents noted their expectations were met or exceeded in relation to the focus on student wellbeing, providing a safe and caring environment
3. 94% of parents noted their expectations were met or exceeded in relation to a balanced education
4. 92% of parents noted their expectations were met or exceeded in relation to the Principal's leadership
5. 87% of parents noted their expectations were met or exceeded in relation to a quality education at reasonable expense

Student Expectations Met/Exceeded

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



The top five areas are noted below:

1. 78% of students noted their expectations were met or exceeded in relation to the quality of teaching
2. 76% of students noted their expectations were met or exceeded in relation to the focus on student wellbeing, providing a safe and caring environment
3. 83% of students noted their expectations were met or exceeded in relation to a balanced education
4. 79% of students noted their expectations were met or exceeded in relation to the Principal's leadership
5. 87% of students noted their expectations were met or exceeded in relation to academic standards

Parent Quotes on what they value about Clayfield College:

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.

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

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

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.

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

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

Student Quotes on what they value about Clayfield College:

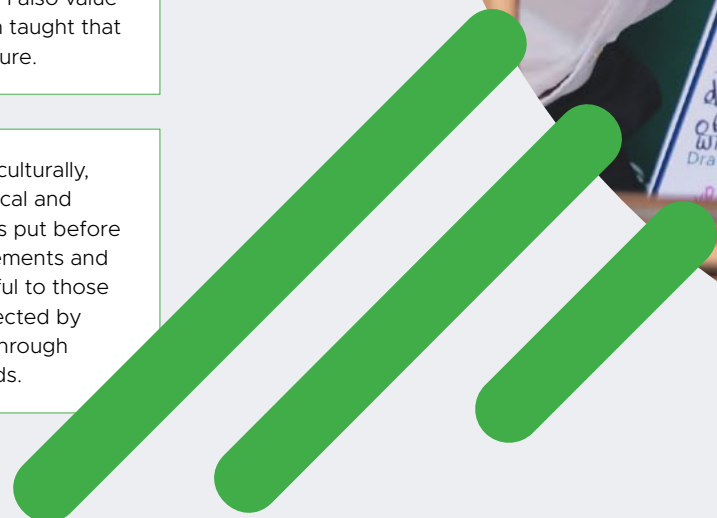
Have met some lovely friends and the teachers are very passionate about their work which is infectious and sparks passion in students.

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.

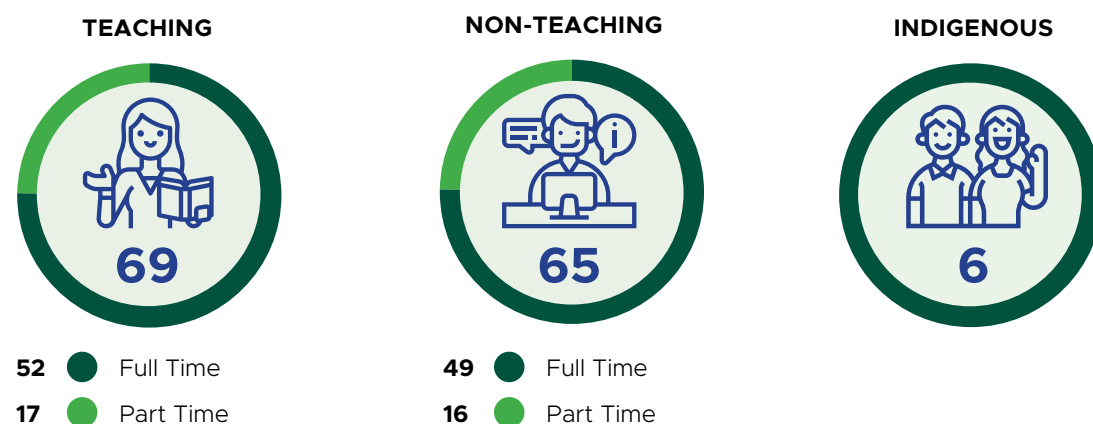




**Our son loves his school
and is excited to learn
and participate; and how
welcomed we feel as a family.**

Workforce Information

Staff Composition



Qualifications of all Teachers

Qualification	Detail the number and/or the percentage of classroom teachers and school leaders at the school who hold this qualification
Doctorate or higher	3%
Masters	25%
Bachelor	100%
Diploma	30%
Certificate	14%

Teacher Participation in Professional Development

Summary of professional development 2024

Description of professional development activity	Number of teachers participating in activity
QCAA Curriculum Seminar/webinar	15
QCAA Confirmation/Assessment	5
QCAA Marker Training	9
Other Curriculum Workshops	28
ISQ	7
Pastoral	48
Vocational Education & Training	1
Special Needs	58
IT Technology (Schoolbox, AI)	60
Fire Safety Training	75
Workplace Induction Training	75
Child Protection Training	75



Expenditure on Professional Development:



69

number of **teachers**

\$48,872

total expenditure of teacher professional development



\$708.30

average expenditure on professional development per teacher

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

134

number of **staff**

190

number of **school days**

528

total days **staff absences**



98%

average staff **attendance rate**

For permanent and temporary classroom teachers, the **average staff attendance rate** in 2024 was **98%**

Teaching Staff Retention:

47

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



47

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

100%

retention rate

Student Outcomes

Average student attendance rate 2024

Number of school days in program year	Average number of all students	Total number of all student absences	Average attendance
177	547	7,916	91.78%

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	22	310	3564	3254	91.30%
Prep	37	430	6550	6120	93.44%
1	37	318	6551	6233	95.15%
2	40	490	6991	6501	92.99%
3	34	365	5977	5612	93.89%
4	40	377	7096	6719	94.69%
5	36	424	6403	5979	93.38%
6	35	541	6197	5656	91.27%
7	46	540	8202	7662	93.42%
8	51	872	8996	8124	90.31%
9	41	730	7184	6454	89.84%
10	50	1142	8835	7693	87.07%
11	48	840	8540	7700	90.16%
12	31	537	5226	4689	89.72%
TOTAL	547	7,916	96,311	88,395	91.78%

Apparent Retention Rate Years 10 to 12

	Year 10 base	Year 12	Retention rate %
Number of students	40	31	77.5%

Year 12 student enrolment as a percentage of the Year 10 cohort is 78%

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 2024

	Year 3 (2024)	Year 5 (2024)	Year 7 (2024)	Year 9 (2024)
Reading				
Average Score (School)	440	544	559	581
Average Score (National)	404.1	492.1	535	565
Writing				
Average Score (School)	455	542	580	634
Average Score (National)	415.9	484.8	540.2	573.9
Spelling				
Average Score (School)	420	527	558	580
Average Score (National)	401.4	486.5	540	566.9
Grammar and Punctuation				
Average Score (School)	459	552	579	570
Average Score (National)	408.8	498.4	536.7	555.3
Numeracy				
Average Score (School)	452	526	579	570
Average Score (National)	403.8	489.1	539.8	565.3

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

Year 12 Outcomes

Outcomes for our Year 12 cohort 2024	
Number of students awarded a Senior Education Profile	31
Number of students who received an ATAR	28
Number of students awarded one or more Vocational Education and Training (VET) qualifications	14
Number of students awarded a Queensland Certificate of Education at the end of Year 12	31
Percentage of Year 12 students who received an ATAR above 90	32%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer	86%

Post-school Destination Information (Class of 2024)

Institution	Students
Australian Catholic University	4
Griffith University	3
Queensland University of Technology	8
TAFE Queensland	1
The University of Queensland	9
Torrens University Australia	1

Study Area	Students
Business Commerce and Economics	8
Law	3
Education	1
Engineering	3
Humanities and Arts	1
Science - Natural and Environment	1
Science - Biotech	1
Science - Forensic	1
Science - BioMed	1
Health - Physio	1
Health - Paramedicine	1
Health- Pharmacy	1
Health - Nursing	2
Health - Clinical Exercise Physiology	1
Medicine	1
Communication / Journalism	1
Social Science and Psychology	1
IT	2
Built Environment and Architecture	3
Creative Arts - Fashion	1
Creative Arts - Music	1

2024 Statistics

In the 2024 Clayfield College cohort, there were:

31
Students

90% ATAR eligible



8% of ATAR candidates obtained an ATAR **greater than or equal to 99**

20% of ATAR candidates obtained an ATAR **greater than or equal to 95**

32% of ATAR candidates obtained an ATAR **greater than or equal to 90**

68% of ATAR candidates obtained an ATAR **greater than or equal to 80**



66% achieved **A or B grade** within subjects

Median ATAR of 85.0 

*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 Finance Manager and presented to and ratified by the PMSA's Finance and Audit Committee.

These are independently audited by KPMG and then consolidated into the PMSA Group special purpose financial statements for reporting.

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

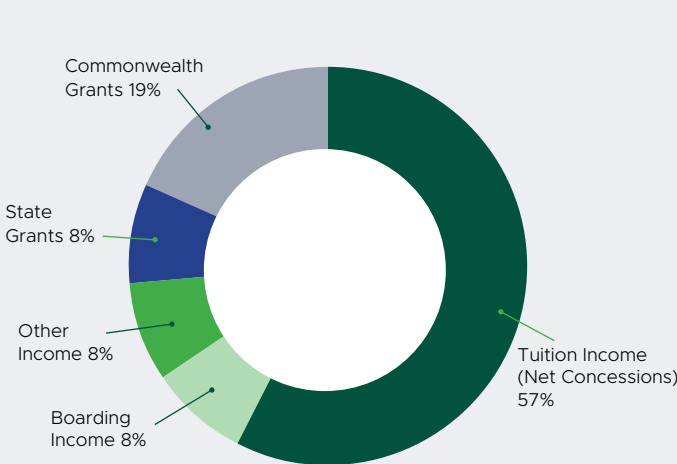
Each year, PMSA schools pay an amount to the PMSA to cover PMSA

group governing costs and collective expenses such as auditing, compliance, and other consolidated expenses for each of the schools.

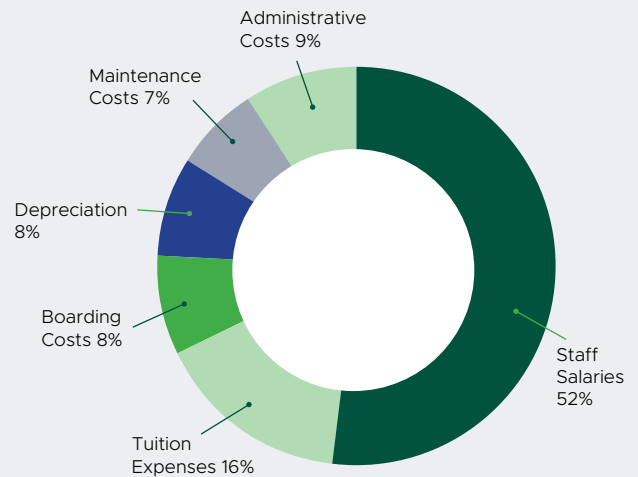
A financial summary of the PMSA accounts is publicly available in the PMSA Annual Report on the PMSA website, and the consolidated audited financial statements are available on the ACNC registry. Accounting policies are published in these accounts.

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

Operational Income 2024



Operational Expenditure 2024





From the Chaplain

2024 Your Year to be More was the theme chosen by our senior cohort. Being more Christlike was an idea the Chapel Captains developed for the Faith Week theme of Alive and Active.

Living an “alive and active” Christian faith means engaging with one’s beliefs in a dynamic, and purposeful way. It goes beyond mere adherence to religious practices; it’s about actively embodying Christ’s teachings, seeking to love, serve, and grow in a relationship with God and others. This kind of faith draws its strength from both personal devotion and active involvement in the world around us. Through prayer, reading the bible, worship, and fellowship, believers are reminded of the call to be “salt and light” (Matthew 5:13-16), influencing and inspiring those around them. An alive faith is one that brings hope, courage, and compassion into everyday life, offering a counter to cynicism and indifference.

Reflecting on what it means to be active in faith also emphasizes the

importance of love and service. As James 2:17 reminds us, “Faith by itself, if it is not accompanied by action, is dead.” This means that faith should motivate us to act, making a difference in our communities and in the lives of those who need encouragement or support. Acts of kindness, justice, and forgiveness—whether small or large—reflect Christ’s love and make faith a tangible presence in the world. Service done with humility and sincerity becomes a visible witness of God’s love and care for all people.

Moreover, alive faith involves a commitment to personal growth and transformation. It is a journey marked by grace, where believers recognize their need for God’s continual presence and guidance. Through this process, faith becomes resilient and grows

even amidst doubts, challenges, or hardships. It’s a faith willing to confront difficult questions, seek understanding, and find strength in vulnerability. This authenticity resonates with others and can inspire them to explore and deepen their own faith.

In an age where the value of faith can sometimes be questioned or taken for granted, living with an alive and active Christian faith serves as a powerful testament to its enduring relevance. By combining devotion with action, and love with truth, this approach to faith not only strengthens one’s own spiritual life but also contributes to a larger sense of purpose and community. Being “alive and active” in faith means living with intentionality, courage, and hope, rooted in the conviction that God is with us and working through us each day.

About the PMSA

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

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

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

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

Our Mission

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

Driven by our Vision

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

Guided by our Values

The PMSA and each of our unique schools are guided by our shared values that reflect our heritage, inform our strategic vision and guide us in all that we do.

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

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

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

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

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

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





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Principal

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