

Annual Report

2022



Clayfield College



Let your light *shine*



CROSS COUNTRY Percentage Points

2022

QUEENSLAND GIRLS
Secondary Schools
Sports Association



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 6 and girls-only from Year 7 to Year 12. In 2023 the College will commence the transition to becoming fully co-educational. 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. Boarding will also commence a transition to co-education in 2023.

This report summarises Clayfield College's operational information and identifies some of the highlights of the 2022 calendar year.

Our Mission

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

Our Vision

Clayfield College will be a thriving coeducational day and boarding school that adds life-long value to students, who in turn, go on to serve others. The Clayfield College light will shine through students, staff and Old Collegians who create a better world.

Our Motto

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

We fuel the fire for students by creating a sense of purpose and a community families want to belong to. By fostering a progressive educational environment, we prepare and educate every student to achieve their personal best.

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



School address	
	23 Gregory Street Clayfield, QLD 4011
School sector: *	
	Independent
Year levels offered	
	Pre-Prep – Year 12
Co-educational or single sex	
Co-educational	Pre-Prep – Year 6
Girls-only	Year 7 – Year 12
Total enrolments	
Students	431
Female	353
Male	78
Indigenous Female	28
Indigenous Male	-

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

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

Highlights 2022



ATAR Results

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

- 6 % of ATAR candidates obtained an ATAR greater than or equal to 99
- 29 % of ATAR candidates obtained an ATAR greater than or equal to 95
- 53 % of ATAR candidates obtained an ATAR greater than or equal to 90
- 85 % of ATAR candidates obtained an ATAR greater than or equal to 80
- Median ATAR of 91.3

The table below provides a summary of the 295 individual results achieved within subjects:

Result	% achieved
A	42
B	36
C	20
D	2

Countdown to Co-Education

Following the announcement in September 2021 that the College would transition to becoming fully co-educational, using a Parallel Learning model, the College experienced a significant increase in interest from prospective parents, with over 600 applications received in 2022 – a fourfold increase on previous years.

Giving Day

With the incredible support of 292 matching and individual donors, the 2022 Giving Day in June raised \$311,888 in 12 hours.

Care@Clayfield

The College introduced eiPulse for students in Years 4 to 12. This initiative provides real-time insights into students' mental health and wellbeing as well as guidance for Pastoral Care team members, and creates a culture of seeking assistance when needed.

Revitalisation of Facilities

There has been continued investment in new and upgraded facilities, including IT infrastructure, the College entry, a new entry and reception area in the Carolyn Hauff Boarding House, refurbished Secondary School Science laboratories, landscaping, building demolition, external cladding, staff facilities and a refresh of the PE Centre, including new gymnastic mats.

RACI Regional Titration Competition

The Titration Club was well represented by students across Years 10 to 12. We had five teams compete in the 2022 Royal Australian Chemical Institute (RACI) Regional Titration Competition. Our combined Year 11/12 Team achieved 2nd place in the Regional Final and subsequently competed in the National Finals.



Britton Shield Aquathlon

Clayfield College hosted the inaugural 'run, swim, run' event for boys in Years 2 to 6, resulting in a second place finish for the team.

College Council

Mr Jamie Sutherland and Mr Steve Wilkins, both current parents of the College, joined the Clayfield College Advisory Council. Ms Melinda Kastanya-Pappas joined the Council for a short period before moving overseas.

Sports

Andrews Cup swimming Percentage Cup winners, QGSSSA Swimming and Cross Country Percentage Cup winners.

New Uniform

The Clayfield College uniform for all students was designed and launched, incorporating traditional elements of previous summer and winter uniforms as well as providing a broader range of comfortable and appropriate items for boys and girls.



From the PMSA Chair and the Chief Executive Officer



On behalf of the PMSA Board, we congratulate and thank all our schools for their exceptional academic and co-curricular successes in 2022.

We would like to express our gratitude to all our staff who made these results possible. Their passion, expertise and devotion to our students is inspirational, and we thank them for faithfully serving our Mission.

Our responsibility at the PMSA is to provide strong governance and we commenced the year continuing to implement our enhanced governance framework. This included updating the PMSA Board and School Advisory Council's charters and establishing a dedicated Risk, Child Safeguarding and Assurance Committee.

These changes allowed us to further mature as a business and provide the foundations for the PMSA to move forward as a collaborative group.

While these reforms have been important at a governance level, our focus remains on making the most appropriate decisions in the best interests of our students and our schools.

This included upgrading some of our facilities as part of our capital works program to create contemporary and stimulating learning environments for our students, as well as embracing new initiatives to ensure we are delivering leading-edge education for years to come.

Given we live in an increasingly complex and dynamic world, we have an important and fundamental role to prepare and equip our young people of tomorrow with the best resources and tools they need to succeed.

As a result, we commenced the process of developing a new Strategic Vision 2024 – 2044 to guide us forward for the next 20 years.

By establishing the group's 20-year vision, it will set us on a course of action for our long-term future and help us create an organisation that continues to offer the best possible educational and learning opportunities for our students.

Our success is continually shaped by our staff and our supportive school communities, who lie at the heart of our Christian ministry.

We would like to thank all our staff, governance members, council members, foundation members, Old Collegians, school support groups, parents, volunteers, and the broader school community, for your ongoing support and dedication. Your contribution reflects the generous spirit that exists within our schools, for which we are truly grateful.

It is a privilege for us to be leading this great organisation that inspires our students to become everything that God intended them to be.

Peter Barker
PMSA Chair

Shane Coppin
PMSA Chief Executive Officer

From the Council Chair and Principal



**If you want to go fast, go alone.
If you want to go far, go together.**

This African Proverb captures the heart of how we do things at Clayfield – together as a connected team. We are at our best when we work as a team and when we are connected by a common goal. Connection is the energy that exists between people when they feel seen, heard, and valued; when they can give and receive without judgment; and when they derive sustenance and strength from the relationship (Brown, 2021). At Clayfield, as we create together a place to learn, belong and experience, 2022 has provided many opportunities to huddle closely, move quickly and develop solutions.

In the words of K-pop band BTS, we have set the night alight, shining through the city with a little funk and soul as we light it up like dynamite. It's hard to believe that it's only 12 months since we announced the College would be transitioning to a fully co-educational school from the start of 2023. What a year it has been for our Clayfield family! Since the announcement, we have:

- hosted over 1,000 people on campus tours, resulting in enrolment applications increasing by over 400%
- introduced an additional stream in our Primary School, from Prep to Year 5, from 2023
- launched a new uniform for girls and boys
- continued to build momentum on our refresh and refurbishment projects throughout the College campus
- celebrated and supported the transition of our first co-educational Year 7 cohort into our Secondary School.

I am incredibly grateful for the parents and students who over the year provided feedback as part of the MMG Review. This ongoing feedback is such a critical part of informing our common goal. What we have heard from our community is that we are doing 'OK', with the College receiving an overall very high rating and average satisfaction score of 91%. This feedback also reinforced the importance of the experiences that sit beyond the classroom and echoes the numerous recent studies that found that schooling is much more than what happens in the classroom.

Among other initiatives, the College was the recipient of two Independent Schools Queensland project grants supporting a focus on an educational data program targeting literacy and numeracy, and a staff professional development program exploring the areas of feedback, feedforward and formative assessment. During the year, we have also implemented Educator Impact Pulse (eiPulse) in which data is collected through a weekly student survey to ensure that our Care@Clayfield framework provides students with a wellbeing program that is responsive, targeted, and individualised. It has been a year of defining moments as together we write the next chapter for Clayfield College.

Throughout the year, there have been countless moments that rise above the everyday. These moments have created the opportunity to rewire our understanding of the world around us, and at times ourselves, as we strive to ensure we always show up as the best version of ourselves and share our experiences through our connection with others. Looking back

on the year, there have been many of these defining moments that have drawn us closer as a community as we celebrate, support, and at times console each other. From the delayed start to the year and fluid event calendars, to winning the percentage cup/shield at the QGSSSA Swimming and Cross Country Championships, to the return of Jazz on the Green, we have come together as a connected community.

This connection has been optimised by the grit, determination and flare demonstrated by the class of 2022. I am incredibly proud of the way they have ridden the rollercoaster over the last 3 years. What a ride it has been! I particularly acknowledge our College Captains and the student leadership team for their vision, determination and initiative. Their leadership has urged everyone to think deeply about what it means to be a Leader of Connection and further reinforced the powerful and positive message about what an amazing place Clayfield College is!

References

Brown, B. (2021). Atlas of the Heart – Mapping Meaningful Connection and the Language of Human Experience. London: Random House.

Dr Andrew Cousins

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

Mrs Catherine O'Sullivan

BA, Dip Ed, MPA, GAICD
Clayfield College Council Chair

Strategic Plan

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

Learning by design

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

Strategic Objective 1

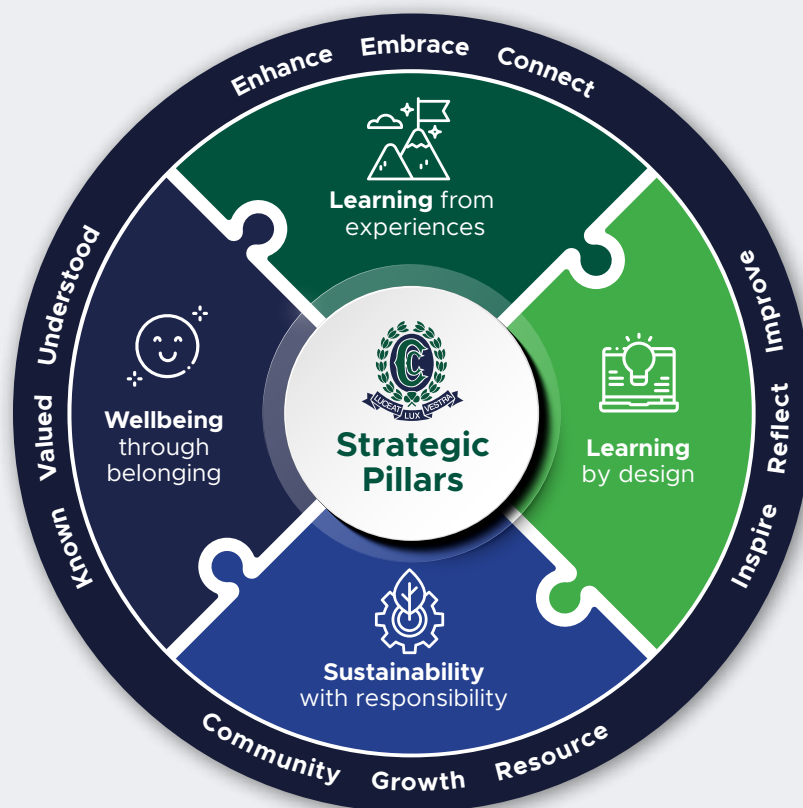
We will inspire learners to question, discover, reflect and improve by fostering an environment where they are known, respected and engaged.

Wellbeing through belonging

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

Strategic Objective 2

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



Learning from experiences

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

Strategic Objective 3

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

Sustainability with responsibility

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

Strategic Objective 4

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

Strategic Objective 5

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

Strategic Objective 6

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

Strategic Objective 7

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

Distinctive Curriculum Offerings

At Clayfield College, 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. 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 2022, students and teachers continued embracing the use of technology to enhance learning beyond the classroom, particularly in early Term 1 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.

Technology was also used to provide access to information and build connections. In some instances, Parent Information Evenings were facilitated

using technology. Parent-Teacher Interviews were delivered using a hybrid model, with parents having the opportunity to either meet with teachers face to face, or through online platforms.

At Clayfield College, we recognise that building capacity in our staff is vital, and staff professional development continued to be a key area of focus. Academic staff engaged in a series of workshops exploring the areas of feeding up, feedback, feedforward and formative assessment. The Teaching and Learning Leadership Team partnered with Independent Schools Queensland in two educational research programs. The Educational Data Program focused on whole-school approaches to the meaningful use of data with a view to informing teaching practice and improving student learning outcomes. The Effective

Feedback Program investigated how students view feedback, developed strategies for students to take ownership of the feedback process and looked at how we could effectively front-end the feedback cycle.

The Primary School

The Pre-Prep program has witnessed another vibrant year with the learning community forging a strong foundation for lifelong learning. Championing a play-based, emergent curriculum learning is rich, authentic and meaningful in the Pre-Prep environment. The pedagogical approach is a balance between intentional instruction, spontaneous moments and peer learning opportunities to extend and enrich learning. Pre-Prep is an inclusive environment which values and caters for all learning styles.



Each child is valued and considered as a capable and confident learner. We encourage children to be independent and active participants in the classroom.

Being a part of a community of learners is equally important to share ideas, contribute to inquiries, and collaborate in pursuit of understanding. We construct and design context for learning to develop resilience, foster emotional intelligence and create an atmosphere of respect for ourselves, each other and the environment.

The specialist lessons are an invaluable part of our program. The students take part in a number of experiences on a weekly basis. Learn to Swim (Terms 1 and 4), Spanish, Gymnastics, Library and Music all support our involvement of the wider school community.

The Preparatory Year is the first formal year of school and as such the emphasis is on building a solid foundation in preparation for the primary years ahead. Phonological awareness is fundamental for the learn-to-read process, and thus students in Years P-3, follow the Promoting Literacy Development (PLD) programme, emphasising a synthetic phonics approach. Guided reading and writing sessions are regularly integrated into the morning literacy block to focus on targeted reading strategies and comprehension at each child's level of development. 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 students' skills. Opportunities in numeracy are centred around the five Mathematics strands, with a strong emphasis on Number in the Early Years. ICT is used as a tool in learning and iPads and laptops (from Year 3) are featured in all curriculum subjects.

Mathletics, Accelerated Reader and Literacy Planet complement the programs as students complete learning at their level, receiving rewards and incentives along the way. Public speaking, debating, and drama allow students to extend their speaking skills and further provide cross-curricular learning.

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

Technology, Library, Chinese, Spanish, Music, Strings, Art, Digital Technologies, Food Technology and HPE are additional subjects offered in the Primary School.

Our collaborative partnerships with families are integral in our Primary program and we welcome and encourage family involvement which bolsters our rich program and sense of community. Twice a year, both students and families enjoy Gallery Walks which give families an insight into specific learning that occurs in the classroom. Parent-student-teacher 3 way conferences actively involve parents, students and teachers in reflecting on student progress and setting future goals/targets. This, together with semester reporting and e-portfolio feedback takes families on the learning journey alongside their child.

Primary Personal Development lessons in Prep -Year 6 are centred around the Bounce Back Program, where teachers explicitly teach social and emotional competencies. Concepts such as Self Awareness, Building Friendships, eSafety and Wellness are a focus.

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. Across Years 7 to 9, there was also a keen



emphasis on the development of key literacy and numeracy skills.

The transition to the senior years (Years 10 to 12) of Secondary education is characterised by a greater level of subject specialisation.

Year 10 students studied English, a Mathematics subject, a Science subject, a Humanities subject, Health and Wellbeing, Christian Education and three electives of choice. The Year 10 cohort experienced a range of initiatives in preparation for their ATAR journey. These were focused on foundational conceptual knowledge, assessment strategies and familiarity with the cognitive verbs foregrounded in the senior syllabus documents. The SET planning process was highly individualised based on students' needs, abilities and potential career pathways. Each student received targeted advice which aided in streamlining their subject selection process and aimed at setting them up for success in Years 11 and 12.

2022 saw the third 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.

Co-Curricular Activities

Clayfield College provided a broad range of co-curricular experiences in 2022. These included sport, music, service learning, outdoor education, debating and other enrichment experiences that occur outside of the classroom.

Students experienced outdoor education at various locations around South-East Queensland, including Garapine, the Mary Valley, Lake Moogerah and the Upper Noosa River. In partnership with outdoor education providers, students were challenged physically and intellectually at the limits of their individualised abilities.

Clayfield had a total of six Debating teams with students in Years 6 to 12. The Year 12, 9, 8, 6.1 and 6.2 teams competed in the QDU debating competition while the Year 11 team competed in the Brisbane Girls Debating Association competition. The 6.1 team finished undefeated. One of our students also entered the Brisbane Girls Debating Association Case Competition and was the intermediate grand final winner.

The Duke of Edinburgh Award continued to grow in numbers and for the first time we have participants in all levels of the award. In 2022 there were 31 students across Years 7 to 12 participating in

Bridge 1 and 2, Bronze, Silver and Gold, Duke of Edinburgh awards. Six students achieved their Bronze Award and two students achieved their Silver Award. There were four Adventurous Journeys held in 2022: an overnight Bronze Hike in November, a Bridge Level 1 hike in May, and two Silver canoe Expeditions in April and October.

The Titration Club was well represented by students across Years 10 to 12. Clayfield had five teams compete in the 2022 Royal Australian Chemical Institute (RACI) Regional Titration Competition. One of the combined Year 11 and 12 teams came second in the state in the Regional Competition and qualified for the National Finals.

In keeping with our Strategic Pillar: Learning from Experiences, we launched the inaugural Clayfield College 'Ignite: Fuel their Potential' Program, which provided students with opportunities to authentically immerse in experiential learning and aimed at the development

of 21st century skills. Key focus areas for the program included Connection, Collaboration, Communication, Enterprise, Problem Solving and Reflection.

Clayfield College's co-curricular program offers 4 string ensembles, 2 string quartets, 5 choral ensembles, 2 band ensembles, beginner band program, percussion ensemble and the Year 3 string enrichment program. Students performed in our annual Opus concerts and Clayfield College hosted the Junior School Music Festival, inviting students from Somerville House and BBC. Community events included Jazz on the Green featuring Katie Noonan and Old Collegian Karin Schaupp. Students travelled on a Music tour to Cairns. Clayfield's collaboration with Opera Queensland led to workshops and a quartet performance at the Opera Queensland Gala Dinner. Extension ensembles included the Queensland Youth Orchestras, Brisbane Grammar Music Festival and the State Honours Ensemble Program





Clayfield College students are encouraged to extend and explore their knowledge and interest in particular areas through their choice of sporting activities.

The Clayfield College sports program aims to offer each student the opportunity to express their individuality and achieve their ambitions. Designed to complement the curriculum, sports programs encourage participation, teamwork, innovation, and development of self-esteem. Clayfield College students are encouraged to extend and explore their knowledge and interest in particular areas through their choice of sporting activities.

Additionally, students can pursue sporting representative honours via City District, North Independent District trials to gain selection on Metropolitan North teams to compete at Queensland Secondary Schools State Championships and School Sport Australia National Championships.

The Andrews Cup competition for girls in Years 2 to 6 continued to provide a taste of Swimming, Tennis, Touch Football, Cross Country, Netball, Athletics, Basketball, Cricket, Football

and Artistic Gymnastics. Andrews Cup swimmers were successful again, winning the Percentage Cup for the fifth time. The Gymnastics team showed sporting prowess, tasting victory in teams' events.

The Britton Shield competition for boys in Years 2 to 6 expanded its offerings to include Swimming, Touch Football, Cross Country, Football, Aquathlon and Cricket. In 2023, the competition plans to increase the number of sports to 8, introducing AFL and Basketball. The first Britton Shield Aquathlon event, hosted by Clayfield, showcased student athletes and the College. The boys narrowly missed out on the championship trophy, finishing second.

Across the QGSSSA competition, Clayfield entered 46 teams across 10 team sports, plus the big 3, Swimming, Cross Country and Athletics. The Swimming team secured the Sheena Dyason Percentage Cup for the third consecutive year, followed by the Cross Country team securing the Joan Benson

Percentage Shield at the Championships for the first time. These victories were backed up by the Athletics team moving to a close second place in the Del Mellefont Percentage Trophy.

In addition to the opportunities listed above, Clayfield College conducted interhouse competitions in athletics, swimming and cross country. These events focused on maximum participation and developing house and school spirit.

In 2022, Clayfield College spirit continued to light up sporting venues with passionate cheers of encouragement and support. QGSSSA teams were thrilled to be able to take to the water, courts and fields again after snap lockdowns and with the lifting of COVID-19 restrictions. We can celebrate another year of delivering successful sporting programs that continued to focus on encouraging a high level of participation by students.

Social Climate

Pastoral Care

Careful planning and consideration of our students' social and emotional wellbeing was demonstrated through the Care@Clayfield framework. With the embedding of the five core Social and Emotional Learning (SEL) competencies of Self-Management, Social Awareness, Relationship Skills, Responsible Decision Making and Self Awareness into the framework, students from Pre-Prep to Year 12 touched on each competency in their Personal Development and Wellbeing and Foundations lessons.

To complement this year's professional development focus on feedback and to enhance our Care@Clayfield Pastoral Care framework, the College implemented a wellbeing tool which was used by students in Years 4 to 12. The tool, eiPulse, was utilised as an interactive online platform for students to ask for help, giving teachers real-time insights about students and guiding the Pastoral Care Team to further uncover actionable insights into the College's wellbeing and culture. This normalisation of help seeking aims to build a culture where students know that there is a safe and secure pathway to reach out for help when needed.

Student leadership was developed through initiatives such as the Student Representative Council, the Year 11 Leadership Program and the Year 10 Leadership Camp. Year 7, 8 and 9 students were given the opportunity to lead Year Level Meetings, Years 7 to 9 Chapels and speak at assemblies. Various year levels in the Secondary School visited students from the Primary School to share stories, enjoy activities, and explain concepts such as friendship, kindness and respect.

The vertical House system provided opportunities for all students to identify and connect with House tradition and culture. Interhouse competitions, such as Cultural Capers and sporting events, enabled students to show their House spirit and cheer on their peers.

Secondary students in Years 7 to 10 participated in workshops and listened to talks from many outside providers such as BATYR, Peer Power, Elevate, RACQ Driver Education and online courses through eSafety.

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, and Sunsuper Financial Literacy. They were supplemented by in-house programs about key topics such as mental health and wellbeing, 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 from Prep to Year 12 participated in weekly Christian Education classes and Chapel services were conducted weekly for students in Primary, Years 7 to 9, and Years 10 to 12.

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

Our voluntary Christian fellowship group met several times each term on Thursdays at lunchtime. This provided opportunity for secondary students to explore their faith in a relaxed social context. Our Primary ISCF group met on Fridays at lunchtime and provided a relaxed, fun program for younger students to socialise and share in a devotion and prayer.

Faith Week was held in Term 3 with the theme 'Big Ideas', led by our Chapel Captains. Activities such as a trivia competition, Senior students reading Bible stories to lower Primary classes, a special Chapel service with a guest speaker, banner painting, writing prayers on bunting and a dance party on the oval preceded by the cutting of a celebration

cake meant the week kept reminding everyone of Jesus's big ideas for life.

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

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 Year 7 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 school bags filled with school resources were provided to Friends with Dignity for families seeking assistance.

Each of our Houses raised money to support a charity. Those supported were the Pyjama Foundation, the Royal Flying Doctor Service, Drought Angels, The Smith Family, the Children's Hospital Foundation and The Kids' Cancer Project.

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

Youngman House also organised Clayfield's Chop. This was an event to raise awareness of childhood cancer and support young cancer patients undergoing treatment. This was a student-led initiative supporting The Kids' Cancer Project.

Year 10 students had the opportunity to volunteer at Compassion 4 Community at Nundah.

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

Personal Development and Wellbeing and Foundations

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 Foundations 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 are 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 Foundations 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 interests 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. It requires all employees, volunteers and visitors to model and encourage behaviour that upholds the dignity of students and the 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 wellbeing in our care. The addition of the CompliSpace platform in 2021 ensures policy accuracy through Policy Connect, safety measures through Assurance and training through CompliLearn.



Parent and Community Involvement

Parents and Friends Association

The Clayfield College Parents and Friends Association (P&F) is an essential and active member of the College community, supporting the College through fundraising, social events and friend raising. There are four 'Friends of' support groups and one permanent sub-committee under the umbrella of the P&F Association. These are the Debating sub-committee, Friends of Sports Support Group, Friends of Primary School Support Group, Friends of Music Support Group and the Friends of Boarding 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 values 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. Past philanthropy and the Foundation's Annual Appeal has helped to support the following projects for our students.

- 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



Parent, Teacher and Student Satisfaction

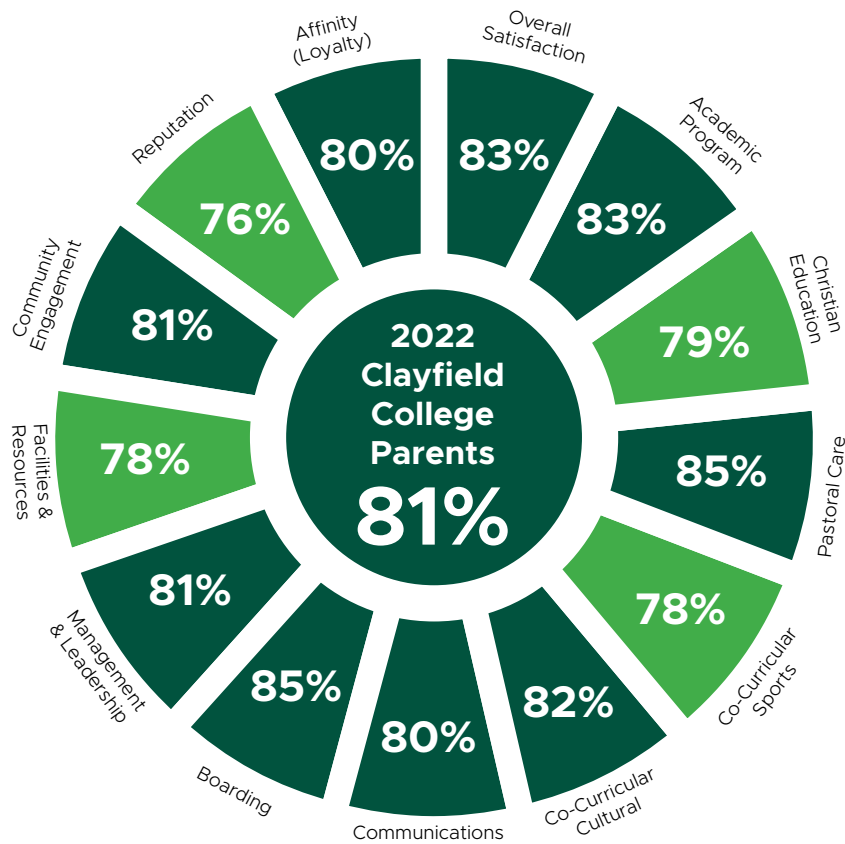
In 2022, Clayfield College once again commissioned MMG, a leading provider of school stakeholder engagement and research, to undertake a comprehensive survey of school parents (Pre-Prep to Year 12) and students (Years 6 to 12) regarding their views, expectations and satisfaction with key elements of the College.

The survey provided data comparable with a previous survey conducted in 2018 and has significantly informed the drivers of strategic objectives and projects in 2022 and 2023.

Overview of Key Areas

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

Parents noted 'very high' scores for 9 of the 13 areas, and 'high' scores for the remaining 4 areas. The overall score is 'very high' (81%), representing a 1% improvement on MMG's benchmark database, based on data from 313 schools.

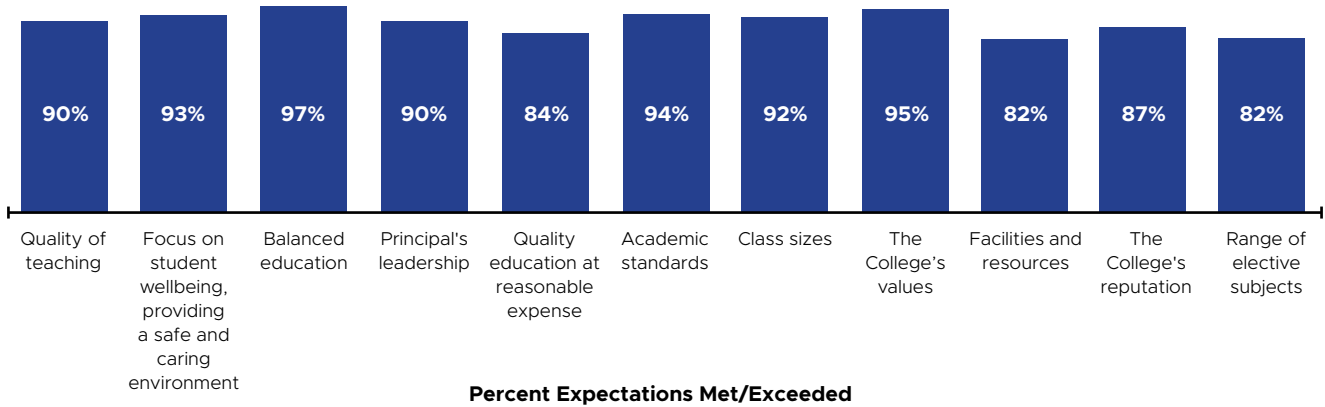


Very Low	Low	Moderate	High	Very high
<50%	50%–<60%	60%–<70%	70%–<80%	80%+

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, 90% of parents noted their expectations had been met or exceeded for 'quality of teaching' – the noted most important area.

2022 Clayfield College P-12 Parents – Expectations Met/Exceeded – First 11 (n=185)



Expectations Met/Exceeded for Top Five Most Important Areas

90% of parents' expectations were met or exceeded in relation to the quality of teaching.

93% of parents' expectations were met or exceeded in relation to the focus on student wellbeing.

97% of parents' expectations were met or exceeded in relation to the College providing a balanced education.

90% of parents' expectations were met or exceeded in relation to the Principal's leadership.

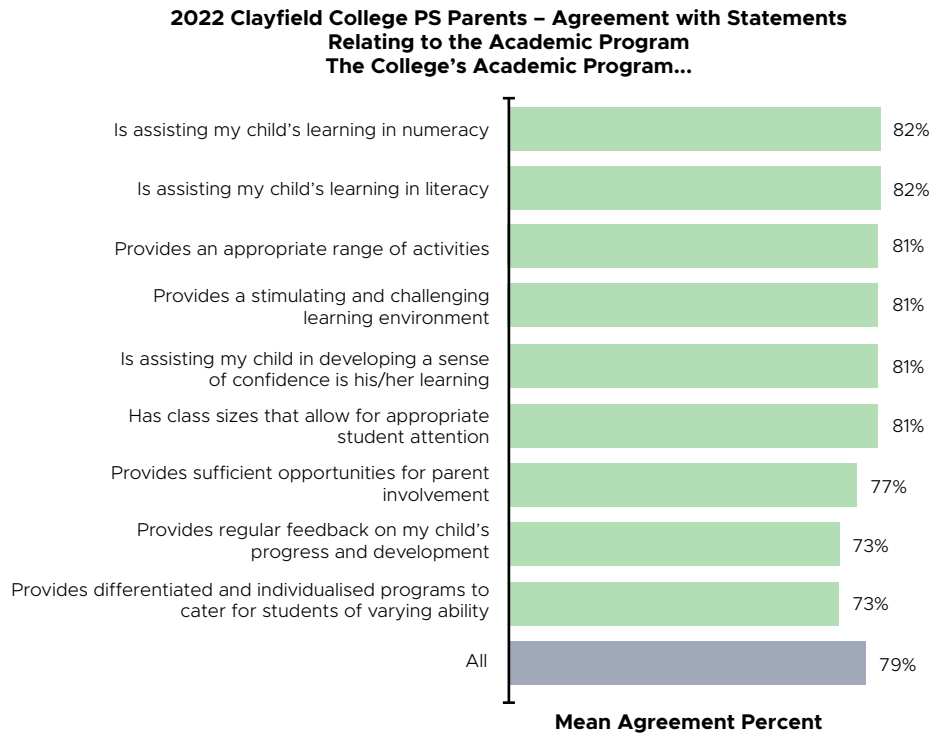
84% of parents' expectations were met or exceeded in relation to the College providing a quality education at a reasonable price.



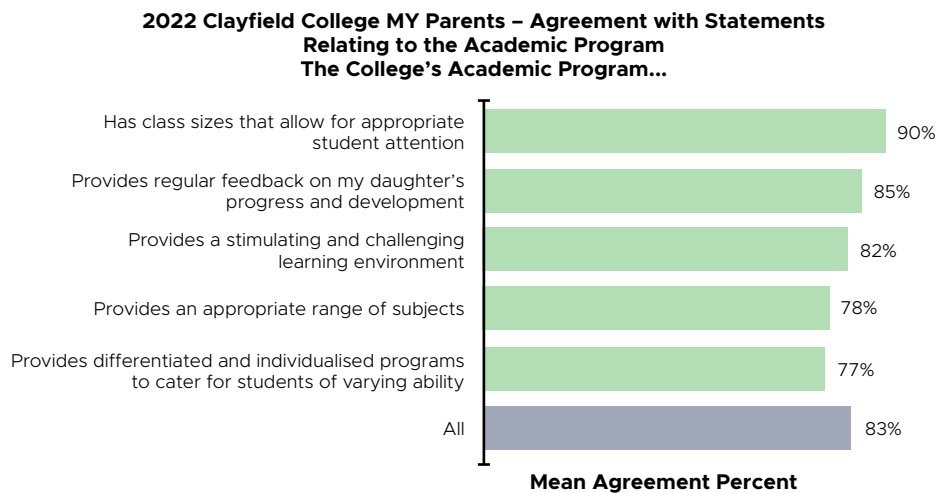
Academic Program

The following charts show parents' level of agreement with statements relating to the academic program at the College.

The overall mean agreement score for Primary School parents is 'high' (79%).

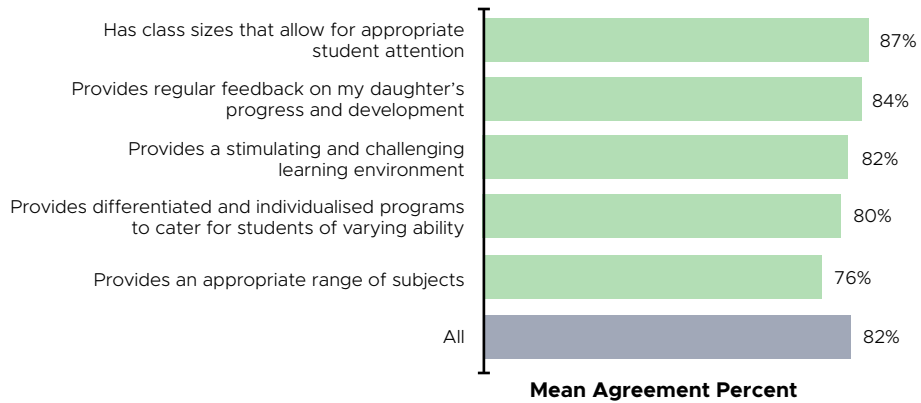


The overall mean agreement score for Middle Years (Years 7 – 9) parents is 'very high' (83%).



The overall mean agreement score for Senior Years (Years 10 – 12) parents is 'very high' (82%).

**2022 Clayfield College SY Parents – Agreement with Statements
Relating to the 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.

2022 Clayfield College Parents – What do you value most about your association with the College?

TOP 5



Quality of teachers & staff



Safe, caring & supportive environment



The School community



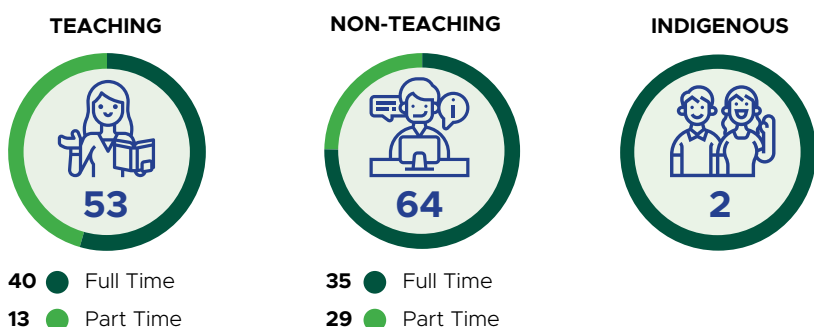
Academic curriculum & standards



School/class size

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	4%
Masters	23%
Bachelor	100%
Diploma	53%
Certificate	8%

Teacher Participation in Professional Development

Description of professional development activity	Number of teachers participating in activity
QCAA confirm/assessment	4
QCAA Marker training	2
QCAA HALT Certification	1
Other curriculum	21
ISQ	10
Pastoral	6
Special needs	1
First Aid training	21
CPR training	47
Web preference training	9
Fire Safety Training	53
Workplace Induction training	53
Child Protection training	53



Expenditure on Professional Development

Total number of teachers	Total expenditure of teacher professional development	Average expenditure on professional development per teacher
53	\$47,769	\$901.30

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
117	190	430	98%

For permanent and temporary classroom teachers, the average staff attendance rate was 98.0% in 2022.

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
59	53	89.83%



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
178	416	6,534	91.18%

Average student attendance rate for each year level

Year level	Average number of students in each year level	Total number of all student absences in each year level	Number of possible days attendance	Total attendance	Average attendance rate for each year level as a percentage
Pre-Prep	24	435	3,680	3,245	88.18%
Prep	38	520	6,710	6,190	92.25%
1	19	219	3,306	3,087	93.38%
2	22	257	3,920	3,663	93.44%
3	22	230	3,964	3,734	94.20%
4	21	157	3,681	3,524	95.73%
5	17	213	3,043	2,830	93.00%
6	25	300	4,454	4,154	93.26%
7	33	522	5,828	5,306	91.04%
8	33	575	5,964	5,389	90.36%
9	46	903	8,167	7,264	88.94%
10	36	815	6,336	5,521	87.14%
11	33	589	5,874	5,285	89.97%
12	55	799	9,156	8,357	91.27%
	424	6,534	74,083	67,549	91.18%

Apparent Retention Rate Years 10 to 12

	Year 10 base	Year 12	Retention rate %
Number of students	57	51	89.5%

Year 12 student enrolment as a percentage of the Year 10 cohort is 90%.

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 (studentservices@clayfield.qld.edu.au) to explain their child's absence. The College is concerned about the safety of students 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' or 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 2022

	Year 3 (2022)	Year 5 (2022)	Year 7 (2022)	Year 9 (2022)
Reading				
Clayfield College Average Score	527	546	560	604
Average Score (National)	437.8	509.7	542.6	577.6
Writing				
Clayfield College Average Score	476	528	540	589
Average Score (National)	422.1	484.3	529.8	559.9
Spelling				
Clayfield College Average Score	481	564	573	596
Average Score (National)	417.7	504.5	547.2	576.7
Grammar and Punctuation				
Clayfield College Average Score	540	583	575	598
Average Score (National)	433.2	498.8	533.2	573.3
Numeracy				
Clayfield College Average Score	464	532	556	599
Average Score (National)	399.8	488.3	546.3	584.4

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

2022 ATAR Results

In the 2022 Clayfield College cohort, there were: 53 students | 2 ATAR-ineligible students

The table below provides a summary of the 295 individual results achieved within subjects:

Result	A	B	C	D
% Achieved	42	36	20	2

Year 12 Outcomes

Outcomes for our Year 12 cohort 2022

Number of students awarded a Senior Education Profile	53
Number of students who received an ATAR	51
Number of students awarded one or more Vocational Education and Training (VET) qualifications	23
Number of students awarded a Queensland Certificate of Education at the end of Year 12	52
Percentage of Year 12 students who received an ATAR above 90	53%
Percentage of Year 12 students who are completing or completed an SAT or were awarded one or more of the following: QCE, IBD, VET qualification	98%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer	100%

Post-school Destination Information

Study Area	Students
Business/Justice	1
Behavioural Science/Business	1
Business/Communication	2
Property Economics/Business	1
Laws	3
Business/Laws	1
Business/Engineering	1
Commerce/Laws	1
Economics/Laws	1
Science	3
Physiotherapy	1
Pharmacy	1
Exercise and Nutrition	1
Speech Pathology	2
Nursing/Behavioural Science	2
Behavioural Science (Psychology)	1
Biomedical Science	2
Science/Laws	1
Engineering	1

Study Area	Students
Music	3
Design/Urban Development	1
Design	2
Design/IT	1
Languages/Linguistics	1
High Performance Sport	1
Advanced Humanities	1
Politics, Philosophy and Economics	1
Criminology and Criminal Justice	1
Psychological Science	1
Communication Design	1

Institution	Students
QUT	19
UQ	17
ACU	2
Griffith University	5
University of Sunshine Coast	1
Torrens University of Australia	1



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

29% of ATAR candidates obtained an ATAR greater than or equal to 95

53% of ATAR candidates obtained an ATAR greater than or equal to 90

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

8 Students received an academic commendation from the **QCAA** for receiving an **A grade** in 6 general subjects

Highest ATAR of **99.2**



Median ATAR of **91.3**



78% achieved **A or B** within subjects



Financial information

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

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

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

As a part of the PMSA Group, Clayfield College financial accounts and financial statements are prepared by the school's Business Manager and presented to and ratified by the PMSA's Finance and Audit

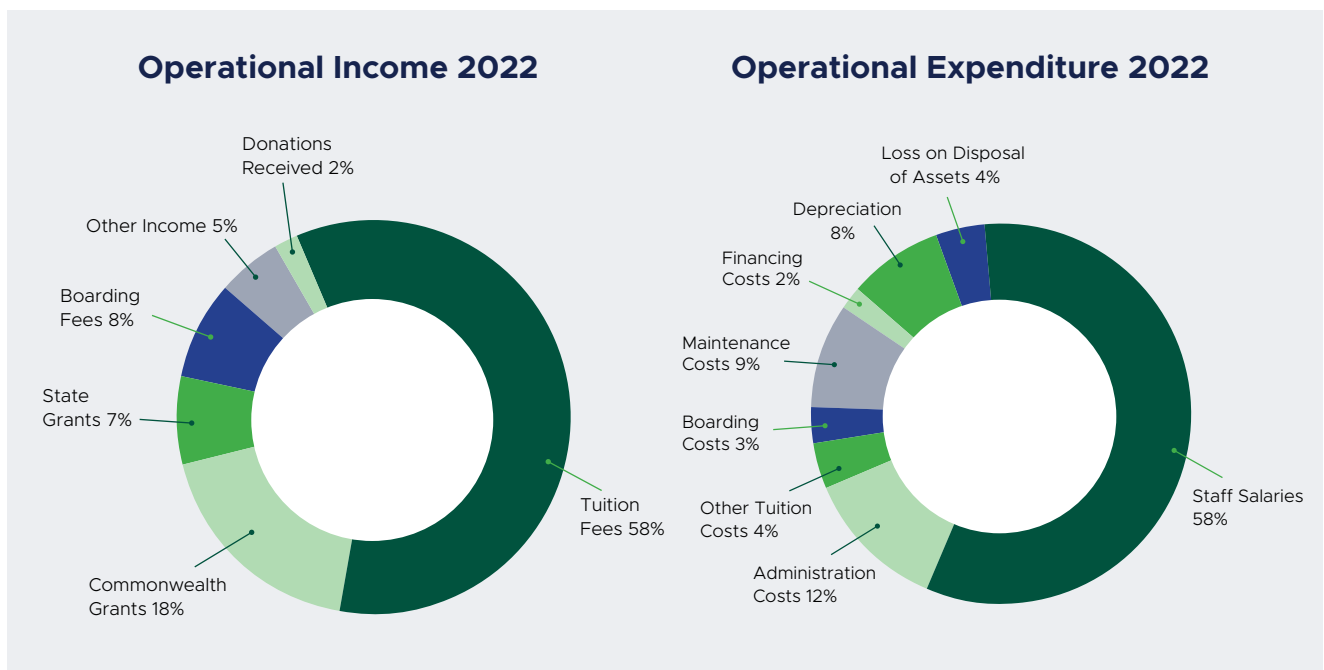
Committee. These are independently audited by KPMG and then consolidated into the PMSA Group special purpose financial statements for reporting.

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

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

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

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





From the Chaplain

This year the theme chosen by our Chapel Captains was 'Big Ideas'; in particular, exploring the role we have as 'salt and light' in our world. The Gospel theme of Salt and Light is a powerful metaphor used by Jesus in his Sermon on the Mount, found in Matthew 5:13-16. In this teaching, Jesus emphasises the importance of the disciples' role in the world as agents of change and transformation.

The first metaphor, Salt, refers to the preserving and flavouring qualities of salt. In ancient times, salt was a valuable commodity used to preserve food and enhance its taste. In the same way, Jesus calls his followers to be the preservers of goodness and truth in the world, and to add flavour and richness to the lives of those around them.

The second metaphor, Light, refers to the illuminating and guiding qualities of light. Jesus compares his disciples to a city on a hill that cannot be hidden and encourages them to let their light shine before others. This light represents the truth and knowledge of God's love, which dispels darkness and guides people towards the path of righteousness.

Together, the metaphors of Salt and Light teach us that Christians are called to be both preservers and illuminators in the world. We are called to preserve the values of God's kingdom, and to add flavour and richness to the lives of those around us. We are also called to be a light that shines in the darkness, illuminating the way towards God's truth and love.

These are big ideas because they remind each of us that we have a part to play in shaping our world. As Christians, our role is not just to be passive observers of the world, but active participants in God's plan. By being salt and light, we can make a positive impact on the world, preserving what is good and true, and shining a light on the path towards God's kingdom.

Reverend Paul Yarrow
DipT, BEd, GDipMin
Chaplain

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 their potential.

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







Dr Andrew Cousins

Principal

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