

# CLAYFIELD COLLEGE



## 2006 ANNUAL SCHOOLS REPORT



# Clayfield College Annual Report 2006

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## FOREWORD

This Annual Report was compiled in its current form to provide the School and wider community with detailed information about Clayfield College's operations and outcomes for the 2006 School year. This Annual Report complements the Collegian, the official School Magazine of the College, the Speech Night Program and other documentation produced throughout the year at the Clayfield College.

## INTRODUCTION

Clayfield College was established as an independent Christian day and boarding school in 1931 by the Presbyterian and Methodist Schools' Association and is one of four schools which operate under the auspices of the PMSA. The other three schools being: Brisbane Boys' College, Somerville House and Sunshine Coast Grammar School.

Located in the northern Brisbane suburb of Clayfield, the College is renowned for its academic standards, its quality of teaching and learning and its emphasis on personal excellence.

Clayfield College provides for the education of Girls from Preschool to Year 12 and for boys from Preschool to Year 5. In 2006, there were 425 students enrolled in the Junior School (Preschool to Year 7) and 520 students enrolled in the Senior School (Years 8 to 12).

At the College we aim to provide a quality education which integrates sound Christian values, a belief in the uniqueness of each child and a program of curricula, co-curricular and extra-curricular activities designed to provide for the development of the whole child.

## **CURRICULUM OFFERINGS**

### **JUNIOR SCHOOL:**

In the Junior School, subjects based on the Key Learning Areas (KLAs) include: English, Mathematics, Study of Society & Environment, Science and Art while specialists teach Music, Physical Education, Library, Computing, Learning Support, Gifted & Talented, Reading Recovery, Christian Education, Japanese, Design Technology, Cooking and English as a Second Language. Several teacher aides assist staff in a variety of subject areas.

A Learning Support teacher assists children requiring learning support. The College offers a unique service that aims at early identification and remediation of learning difficulties. It involves early screening and assessment, a phonological development program and a program for developing perceptual-motor skills called "Movement for Learning". There are also a number of programs catering for the more academically talented of our students and all students learn to use de Bono's Six Thinking Hats and other higher order thinking strategies in order to creatively and laterally problem solve. Participation in numerous academic competitions, clubs and activities also stretch and enrich the young mind, as do the Year 3 to 7 Challenge Days spread throughout the year.

An excellent comprehensive Early Childhood Program aims to provide the boys and girls in Prep (Preschool) to Year 3 with the skills necessary to provide a good educational foundation for lifelong learning. Prep offers a 5 day, full day program which aims to thoroughly prepare students for Year 1 to which the children make a seamless transition.

The creative arts have a heightened significance through a comprehensive music program, including Kodaly instruction and choral and instrumental performances. All Year 3 students undertake a strings program as part of their music lessons.

### **SENIOR SCHOOL:**

In Year 8 students study a set course of thirteen subjects. Selected Year 8 students may study ESL and /or Enrichment instead of a language. Students in Years 9 and 10 study eight compulsory subjects and two electives.

Students in Years 11 and 12 seeking Tertiary Entrance study six subjects (including a minimum of five Authority subjects). In Years 11 and 12, English and Mathematics A or B are compulsory.

Specific information about academic requirements and individual subjects can be found in the Secondary Academic Handbook.

Students who do not require an 'Overall Position' (OP Score), for entry into a Tertiary Institution, may study some vocational subjects. These subjects are challenging and have a practical bias. A strong emphasis is placed on personal development and authentic industry experience.

Subject	Year Level:				
	8	9	10	11	12
Accounting				E	E
Ancient History				E	E
Biological Science				E	E
Business Communication & Technologies				E	E
Chemistry				E	E
Chinese <i>(NB: only available to students already competent to a high Year 10 standard)</i>				E	E
Christian Education	C	C	C	C	C
Contemporary Business		E	E		
Drama	C	E	E	E	E
Economics				E	E
English	C	C	C	C	C
English as a Second Language (ESL)	E	E	E	E	E
Enrichment Tutorial	E	E	E		
Exit Preparation Programme					C
Fitness Education				C	
Geography				E	E
German	C	E	E	E	E
Health				E	E
Health & Physical Education	C	C	C		
Information Technology	C	C	C		
Information Technology Systems				E	E
Japanese	C	E	E	E	E
Korean <i>(NB: only available to students already competent to a high Year 10 standard)</i>				E	E
Legal Studies				E	E
Life and Employment Education				C	
Mathematics	C				
Mathematics – Advanced/Core		C	C		
Mathematics – A				C	C
Mathematics – B				C	C
Mathematics – C				E	E
Modern History				E	E
MultiStrand Science				E	E
Music	C	E	E	E	E
Music Extension (Performance)					E
Personal Development	C	C	C	C	C
Physical Education				E	E
Physics				E	E
Science	C	C	C		
Studies of Society and Environment	C	C	C		
Visual Art	C	E	E	E	E
Vocational Studies				E	E

C – Compulsory E – Electives

Vocational Studies may include modules from a broad range of fields, dependent on demand. For example: ● Art & Design ● Animal Care ● Childcare ● Computer Studies ● Business Studies ● Hairdressing ● Hospitality ● Recreation ● Retail ● Work Placement

## ACADEMIC RESULTS

### JUNIOR SCHOOL:

Clayfield College Junior School has been involved in the state wide testing programs since they were introduced by the Queensland government a number of years ago. These testing programs in literacy and numeracy involve the Year 2 Diagnostic Net and the Years 3, 5 and 7 tests.

#### 2006 Year 2 Diagnostic Net

In 2006, 60 students from Year 2 participated in the Diagnostic Net. This test is used to identify students who may be considered for additional support. The areas of Reading, Writing and Number were assessed.

The following is a summary of students identified for consideration of additional support:

Reading: 8%  
Writing: 3%  
Number: 12%

The vast majority of Year 2 students achieved within the Phase C range for reading and writing and Phase D for number.

#### 2006 Year 3, 5 and 7 Test Results:

The Year 3, 5 and 7 Tests are a Queensland State Government conducted assessment of literacy and numeracy. These tests are compulsory for State schools and optional for non-government schools. The Government has set benchmarks to measure the performance of Queensland students against the rest of the Nation and this information gives us another method of collecting detailed data on the performance of our students.

The results below are indicated in percentages. Please note that the majority of students recorded as 'below National benchmark' at Clayfield College are actually exempt from the testing as they are international students and due to their ESL (English as a Second Language) status.

<b>Year</b>	<b>Test</b>	<b>School Average</b>	<b>State Average</b>	<b>Percentage (%) above National Benchmark (excl ESL students)</b>	<b>Percentage (%) above National Benchmark (incl ESL students)</b>
<b>Year 3</b>	Aspects of Numeracy	570	529	96%	94%
	Number	572	526		
	Measurement and Data	576	528		

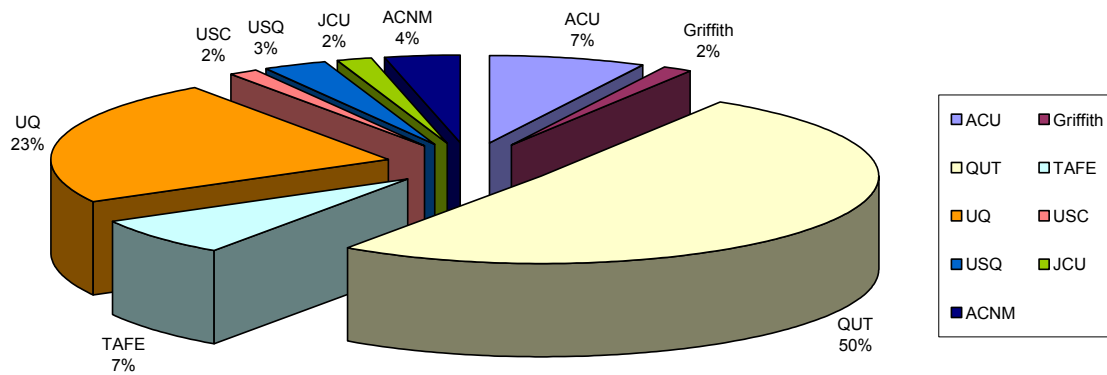
	Space	585	536		
	Reading and Viewing	594	535	100%	96%
	Writing	552	522	100%	96%
	Spelling	585	533		
<b>Year 5</b>					
	Aspects of Numeracy	652	599	94%	87%
	Number	651	601		
	Measurement and Data	651	598		
	Space	658	602		
	Reading and Viewing	662	608	94%	87%
	Writing	686	627	100%	92%
	Spelling	679	618		
<b>Year 7</b>					
	Aspects of Numeracy	702	653	100%	94%
	Number	717	656		
	Measurement and Data	703	653		
	Space	692	654		
	Reading and Viewing	745	679	100%	93%
	Writing	764	696	100%	93%
	Spelling	780	684		

### **SENIOR SCHOOL:**

The Year 12 class of 2006 continued the high academic standards the College has established over many years. The Senior Class recorded results that were significantly above the state average. In percentage terms, 12.4% of the 2006 Year 12 cohort received an Overall Position (OP) 1 or 3 whilst 25.75% of the cohort received an OP 6 or better compared to a state average of 21.5%. 72.45% of OP eligible students received an OP of 1 – 15.

In 2006, Clayfield College awarded a total of 111 Senior Certificates. 97.29% of the Year 12 cohort were awarded Senior Certificates with OP-eligibility or awarded a VET qualification whilst 10.81% of students were awarded Senior Certificates and awarded a VET qualification.

### Destinations by Institution - 2006



## USE OF TECHNOLOGY IN ASSISTING STUDENT LEARNING

### JUNIOR SCHOOL:

The Clayfield College Junior School offers computer facilities within networked computer laboratories and classrooms that allow each and every student to interact electronically with other students and educators within the school and also within the wider community and various cultures throughout the world.

With the introduction of the 'Computer Use Policy' all students and parents are aware of the responsibilities attached to the ownership of a personal password and how it can impact on the bearer.

The World Wide Web is a rich source of information and therefore a useful tool for learning, however information found on the web can vary in terms of appropriateness, quality and accuracy. Teachers develop safe and effective resource discovery skills in students. These include skills that enable students to discover and retrieve reliable and relevant information, as well as to discern and deal with inappropriate content. School filtering software provides a safe search environment.

Lessons are conducted using a variety of management approaches including whole class, focus small groups and small group rotation.

Using Email via Groupwise is part of the school curriculum. It is a wonderful tool for accessing data from around the world for online projects and facilitates communication between students, parents and staff.

Web projects are an educational opportunity with a specific focus, which, when put into practice, is a series of tasks comprising a learning sequence and culminating in a product or event. A web project relies on web tools (eg email, forum boards, web conferences, web casting, chat, web based fax etc). Many web projects use only one or two of these.

Collaborative web projects require participants to work jointly, especially on a literary or artistic production. It takes the learning experience further than a communication experience. It features a high degree of positive interdependence. It will not be completed satisfactorily without each participant or group carrying out their tasks and responsibilities. This promotes mutual responsibility within the project.

The cooperative learning elements in a collaborative web project acknowledge the limitation and opportunities unique to the internet environment, including:

- Positive interdependence
- Communication with a purpose
- Individual and group accountability
- Structured inquiry
- Teamwork, group processing and social skills
- Reflective thinking

ICT skills are integrated into units that focus on mathematical concepts and skills, literacy concepts and skills as well as Studies of Society and Environment (SOSE) and the arts. Many skills and concepts are practised and improved upon during the course of project and class work. These include; estimating, measuring, spatial awareness, listening, social skills, manners ('netiquette'), writing, talking, inquiring, motor skills, time concepts, counting, cooperation, interpreting, ICT skills, responsible learning, reading, imagining, problem solving and creative expression.

Clayfield Crocnet, the college's intranet, allows students and parents to access library resources from the Junior and Senior school libraries, check homework and assignments and keep abreast of school policies.

Educational software covering a broad range of key learning areas within the curriculum is readily accessible. Individual headphones allow students to work quietly without disturbing others. Data projectors enable teachers to demonstrate ICT skills and software involving desktop scanners, multimedia and digital technology.

## **SENIOR SCHOOL:**

Information and communication technologies in the classroom at Clayfield are implemented as both skills development tools and for developing life long problem solving methodologies that can be transferred into academic and vocational life.



There are many sectors of the work force that now require employees to be 'IT enabled'. The girls at Clayfield have many opportunities to become involved in the production of digital products that will enhance the community spirit and to be involved in participating in a team environment on digital projects. There is also many life long learning experiences that are gained by being part of a team in this type of environment. Problem solving skills such as *design*, *develop* and *evaluate* a digital product are uniquely embedded into this curriculum. This has the added benefit of allowing students to complete a product evaluate it and provide support for the client.

We live in a digital world and digital literacy is part of life. The curriculum is designed to provide opportunity to enjoy creating digital products for clients and at the same time assist to increase level of literacy in a meaningful, real world context.

- Effective personal communications
- Graphic design principles
- Site analysis and design
- Project planning
- Peer teaching and evaluation
- Authentic assessment that ties back to standards

DESIGN	TECHNICAL
<ul style="list-style-type: none"> <li>■ Open-ended projects</li> <li>■ Graphics and navigation</li> <li>■ Page layout</li> <li>■ Digital narrative</li> <li>■ Design documents</li> </ul>	<ul style="list-style-type: none"> <li>■ Broad, independent use of industry-standard web software</li> <li>■ Increasingly complex projects</li> <li>■ Spiralling skill growth</li> </ul>
PROJECT MANAGEMENT	RESEARCH & COMMUNICATION
<ul style="list-style-type: none"> <li>■ Individual and team projects</li> <li>■ Project plans</li> <li>■ Development process</li> <li>■ Design process</li> <li>■ Higher-order analysis and problem-solving</li> </ul>	<ul style="list-style-type: none"> <li>■ Website review and comparison</li> <li>■ Personal and peer review</li> <li>■ Presentations</li> <li>■ Portfolio</li> </ul>

## **STAFF PROFESSIONAL DEVELOPMENT**

### **JUNIOR SCHOOL:**

2006 was an extremely busy and productive year for the teaching staff, teacher's aides and auxiliary staff from the Junior School. Professional Development was carried out at a range of levels including whole school development, focus groups, curriculum groups and individual inservice.

At a whole school level, professional development sessions were offered in the area of assessment and reporting, Mathematics and first aid. The PMSA PD Day, held at Somerville House, focussed on key issues in Education with workshops for all curriculum areas and also gave staff an opportunity to share ideas with our colleagues from BBC, Somerville House and Sunshine Coast Grammar.

Large focus groups attended training on teaching practice and pedagogy considering the issue related to Federal and State Government changes in assessment and reporting practice as well as restorative justice and first aid. Our English teachers published a new English Curriculum Document to reflect the new Queensland 1-10 syllabus. Teachers of Mathematics conducted a full audit of the Mathematics curriculum as well as writing and publishing a new Prep to Year 7 Mathematics Curriculum Document based on the Queensland Years 1 – 10 syllabus.

Individual staff attended inservice in the following Key Learning Areas:

#### **English:**

- Years 1 – 10 English Workshop
- Debating Seminar
- Functional Grammar
- Engaging students in numeracy and literacy
- Living literacies
- Literacy strategies for a dynamic Prep classroom

#### **Mathematics:**

- Engaging students in numeracy and literacy
- Groundwork Conference
- Teaching the essentials
- Teaching measurement in the Years 1 – 10 syllabus

#### **The Arts:**

- Kick-start your choir
- Great choral workshops

**ICT:**

- Excel course – spreadsheets and markbooks
- TASS Teacher Kiosk training
- TASS web training

**Health & PE:**

- AustSwim
- CPR

**LOTE:**

- Japanese language seminar

**Early Childhood:**

- ECTA annual conference

**Special Needs:**

- Boys education
- Dyslexia
- Enrolment procedures for students with disabilities

**ESL:**

- ATESOL Conference
- ESL network meetings

**General Curriculum:**

- TASS training
- Differentiating curriculum
- Science rocks
- Painting/Drawing workshop
- Preparing learners for their future not their past
- Early years master class
- Introduction to educational leadership and administration
- Policy studies in local and global contexts
- Evaluation: Improvement and accountability
- Knowledge, learners and learning

**SENIOR SCHOOL:**

Teaching Staff within the Senior School were active in professional development across a variety of areas. Clayfield College recognises the importance of its staff to be actively involved in professional development and to keep abreast of the latest educational trends. Staff within the Senior School participated in the following professional development activities in 2006:

Percentage of time spent in specific areas:

Area	% of total inservice time
Subject based	64%
School Administration	5%
Special Needs Students	3%
Thinking Skills	6%
Pastoral Care	8%
Vocational Studies	14%

The breakdown of the Subject based inservice is:

**Mathematics:**

- Attendance at the annual QAMT Conference
- ISQ Measurement workshop
- QSA Year 1 to 10 Syllabus implementation workshops
- Mathematics in the middle years
- QSA Mathematics A, B and C workshops

**English:**

- Literacy in the middle years
- QSA Years 1 to 10 Syllabus implementation workshops
- English in the Senior Years

**Science:**

- The use of library databases in Science workshops
- Integration of forensic science into Junior Science programs workshops
- QSA Physics panel training

**Health & Physical Education:**

- Attendance at annual ACHPER Conference
- Library research skills in HPE
- QSA Senior Health workshops
- QSA Senior Physical Education workshops
- Strength and conditioning trainer courses
- Athletics (throwing) courses
- Healthy Schools workshops

**Social Science:**

- Library research skills in HPE
- QSA Senior History implementation workshops
- Attendance at SEAA Biennial Conference
- QSA Senior Economics panel training

**LOTE:**

- ISQ Developing Listening Skills workshops
- Attendance at MLTAQ Conference
- Developing intercultural understanding workshops
- ICT in European languages
- Japan Foundation seminars
- QSA Senior Japanese workshops
- ISQ Japanese in Vocational Education workshops

**Music:**

- QSA Senior Music Syllabus workshops
- Attendance at AUSTA Conference
- Singing tuition

**ESL:**

- ETAQ functional grammar workshops
- ISQ Bandscales research forum

**Art:**

- Attendance at annual QATA Conference
- Queensland Art Gallery Viewing for Art seminar
- QSA Teaching of Art inservice

**Information Technology:**

- ISQ ICT forum
- ULEAD video editing workshops
- Next generation learning
- QSA Senior ITS workshops

**Business Studies:**

- QSA Senior Legal Studies workshops
- Attendance at QLS Legal Education Conference
- Attendance at BEAQ Conference
- YAA Mentor training

## **SOCIAL CLIMATE OF CLAYFIELD COLLEGE**

Clayfield College is concerned with the development of the whole person in each of its students. Through its programs the College aims to acknowledge that school is the benchmark for social habits, in and out of the classroom, being mindful of the appropriateness of behaviours. Of importance is the provision of opportunities for **support** and **guidance**, along with learning experiences to develop the skills necessary to live effectively in our **complex society**. These skills include the ability to make **decisions**, to build sound interpersonal **relationships**, to **compete** with others, to act **independently** in the face of pressures and to work **cooperatively**.

Emotional and social maturity depends on the development of a sense of **responsibility** and **self-discipline**, which are linked to a positive self-concept. In order to develop these characteristics it is essential that students perceive the existence of sensible **behavioural limits** against which they can test themselves and their resources, and experience the **consequences** of their actions.

The comprehensive Pastoral Care Program at Clayfield College recognises the needs of each individual student. Significant opportunities for each student's spiritual, social, emotional, physical, cultural and thus academic growth are provided through the program. Encouraging in students an appreciation for the service to others, the program's ultimate aim is for students to feel they are worthwhile members of the community, all with very special qualities to offer. The intention is for each and every student's **personality** to be **enhanced**.

A caring and supportive environment at Clayfield College is accomplished through numerous pathways.

- \*Chapel Services and associated activities under the auspices of the College Chaplain
- \*The House System
- \*Personal Development Program
- \*Camps and Conferences
- \*Daily routine in the classrooms, and in co-curricular and extra-curricular activities.
- \*Service Groups

Within the Senior School House Program, where activities encompass the **academic, sporting** and **cultural** disciplines, as well as **service to the community**, students from the different year levels are able to interact and learn from each other. The House system ideally provides younger students with the opportunity to develop friendships with and receive assistance from older students.

Other aims of the Senior School House System include:

- facilitating **pastoral care** of students by students **beyond the classroom**
- allowing staff a more **personal knowledge** of students in year levels that they may not teach, through informal conversations and fun activities in the weekly stress-free House sessions and in the daily Pastoral Care Group time
- enabling junior students to:
  - **reduce** feelings of **disorientation** and **isolation**
  - ask Senior students questions they might not feel comfortable about asking a staff member
  - have an **increased sense of belonging** by being introduced to students across the year levels on arrival into Year 8
  - receive assistance in decision making through a range of **unstructured** as well as **structured** activities with older students
- encouraging senior students to:
  - use **knowledge** of **College life** acquired over 3-4 years
  - develop a sense of **social responsibility** and **leadership** capabilities
  - further **prepare** themselves for **adult roles** by developing necessary life skills in an informal and unstructured way

- increase **communication** skills by conversing with students from a range of year levels
- increase their ability to solve problems and make decisions by **sharing** thoughts with a **variety of ages**

The formal Personal Development Program addresses the **different** levels of **maturity** and **interests** of students. Topics relate to issues associated with an individual's development of self-awareness and self-respect, along with interpersonal relationships building. In the delivery of the program, emphasis is placed on relevant **preventative measures** as well as on **problem solving strategies**.

Overall, the Personal Development Program aims to:

- ensure each student is encouraged to **develop** spiritually, academically, socially, physically and emotionally to the **best** of her **ability**
- ensure each student is **known** and **accepted** as an individual
- give each student the opportunity to develop feelings of self-worth, a sense of responsibility and increased self-discipline
- promote in students, **respect** for **themselves** and for the **rights of others**
- develop an atmosphere of mutual respect in interpersonal relationships
- provide **age-appropriate** learning experiences to develop interpersonal, social and self-awareness skills which are preventative, developmental and skills building
- engender a feeling of belonging in students through understanding and appreciating the history, traditions and standards of the College, and through full participation in College life
- prepare students for involvement within the wider community after secondary school

On Camps, undertaken across a number of year levels and linked to various sections of the curriculum, students are given the opportunity to develop social as well as leadership skills. Effective **risk-taking** and **decision making** skills are of importance in overall development. Camps provide a **safe and secure environment** where these skills are practised.

During **daily routine** and in **co-curricular** and **extra-curricular** activities, the involvement of all staff is important in acknowledging any signs of obstacles to each student's development. When providing a caring and supportive environment for students, **nurturing** in all aspects of self is important. The caring environment helps provide security to assist each student in **forming, understanding, appreciating** and **evaluating** her **own identity**.

Clayfield College through its programs aims to acknowledge that school is the benchmark for social habits, in and out of the classroom, being mindful of the appropriateness of behaviours.

Differences are celebrated rather than separateness emphasized.

## **STRATEGIES USED IN INVOLVING PARENTS IN THEIR CHILD'S EDUCATION AT CLAYFIELD COLLEGE**

Although the choice to invite parents into the classrooms is left to the individual teachers, many parents, particularly in Years 1, 2, 3 and 4 do assist.

Generally, after some training, they take individuals or small groups for reading, literacy activities, numeracy activities and art activities. Parents (and grandparents) often act as guest speakers on various topics where they have expertise, assist staff on excursions outside of the school. On Open Day and Grandparent's Day, activities are conducted in all classrooms to give people an insight into modern day classrooms.

Various extra curricular groups also invite parents along to see the results of their hard work.

The Parents and Friends Association, of which the Support Groups are subcommittees, and the Auxiliary are always looking for volunteers to assist in several ways. All of these groups are most welcoming and provide a wonderful avenue for meeting and making new friends in the school community.

Parents are welcome to attend our regular weekly assemblies and usually do so when their children's class is conducting the assembly or when their child is due to receive an award. They are also invited to our numerous Interhouse and Interschool sporting competitions with some acting as officials. Parents of students involved in the college's large number of vocal and instrumental ensembles become involved through the Music Support Group.

Involvement in the Junior School Support Group allows parents to learn more about the school, assist the children through their fundraising activities and to feel a valued member of our school community.

## **STUDENT RETENTION RATES**

The attached calculations of student retention rates for Clayfield College are based on the enrolment data collected by the Commonwealth Department of Education Science and Training (DEST) as part of the annual National School Statistics Collection.

<b>Year</b>	<b>Year 8 Enrol</b>	<b>Year</b>	<b>Year 12 Enrol</b>	<b>Year 8 – 12 Apparent Retention Rate</b>
<b>1998</b>	88	<b>2002</b>	96	109.1%
<b>1999</b>	81	<b>2003</b>	108	133.3%
<b>2000</b>	68	<b>2004</b>	89	130.9%
<b>2001</b>	87	<b>2005</b>	110	126.4%
<b>2002</b>	96	<b>2006</b>	111	115.6%

## **COCURRICULAR AND EXTRA-CURRICULAR ACTIVITIES AT CLAYFIELD COLLEGE**



Clayfield College offered a comprehensive and extensive range of co-curricular and extra-curricular activities to all its students in 2006. Participation is strongly emphasised in the College culture. Co-curricular and extra-curricular activities are provided for students to participate in and for their enjoyment.

The following cocurricular and extra-curricular activities were offered in 2006:

## **JUNIOR SCHOOL:**

### **Bazil Grumble Children's Theatre**

Role: Provide an opportunity to be involved in children's drama after school. This activity is offered by an outside organisation and is user pay.

Student Membership: All Year

### **Boardgames**

Role: To foster teamwork, follow instructions and strategic thinking

Student Membership: Years 3 – 5 Terms 1 & 4

### **Boys Rule Club**

Role: Provide sporting activities for Boys only. Kanga Cricket in Term 1 & 4 and Soccer in Terms 2 & 3

Student Membership: Boys in Years 2 & 3

### **Chess**

Role: Teach students the game of Chess and to think strategically

Student Membership: All Year levels

### **Computer Club (Years 6 & 7)**

Role: To introduce and consolidate computer art and its integration with desktop publishing.

Student Membership: Years 6 & 7

### **Computer Club (Years 1 – 3)**

Role: To experiment with a variety of computer programmes in an informal atmosphere.

Student Membership: Years 1, 2 & 3

### **Debating & Public Speaking**

Role: The school enters two teams in the Queensland Debating Unions' Junior Round Robin debating competition.

Student Membership (eligibility and process to gain entry): Students in Year 7 only are eligible. This is an opportunity for Year 7 students to learn the skills of debating and to practise those skills in a supportive environment. Interest, debating performance and an audition speech are used for the final selection of teams. Final decisions as to team composition are at the discretion of the Head of Junior School, in consultation with the English teacher.

Student Membership: Year 7      Terms 2, 3 & 4

### **Dress-Ups**

Role: To foster creativity and fun.

Student Membership: Year 1      Terms 2 & 3

### **Go Sports**

Role: Provide an opportunity for students to play different sports after school

Student Membership: All Year levels

### **Itty Bitty Games Club**

Role: To introduce various skills and sports to the younger children so they gain an understanding of them for recreational play.

Student Membership: Years 1 & 2

### **Library Monitors**

Role: To assist in the smooth operation of the Junior School library by working in the areas of circulation, resource enquiries, shelving and promoting the enjoyment of the library.

Student Membership: Years 5, 6 and 7

## **Origami Club**

Role: To foster friendship and enjoyment while learning the ancient art of paper folding

Student Membership: Years 4 & 5      Terms 1, 2 & 3

## **Samaritan's Purse**

Role: Coordinating and organising the collection of items for Shoebox charity and liaising with other class members.

Student Membership: Representatives from each Form Class of Years 1 - 7

## **Story Time/Drama Club**

Role: To provide an opportunity for the students to listen to appropriate literature and to creatively reproduce the stories with drama activities.

Student Membership: Years 2 & 3      Terms 1, 2 & 3

## **Traditional Handwork**

Role: To introduce students to traditional handcrafts such as embroidery and cross stitch

Student Membership: Year 6 & 7

## **SENIOR SCHOOL:**

### **Amnesty International**

Role: Amnesty International defends human rights any time, anywhere for anyone. It seeks to raise awareness of the plight of those who, through their beliefs, gender, race and religion, are unable to help themselves. Amnesty believes that just one person can make a difference and in the forty years since its inception, thousands of people's lives have been saved by individuals who believe in justice, morality, equality and human decency.

Students exchange ideas, view videos, write letters, participate in campaigns, fund raise, listen to guest speakers, design posters and attend special lunches and award evenings. There are also weekend camps and activities organised by Amnesty's Queensland headquarters that all schools can attend, as well as inter-school activities.

Student Membership (eligibility and process to gain entry): Year 8 to Year 12. Students must attend 85% of meetings to be considered bona fide members. Students pay a small membership fee.

## **Senior Artbox**

Role: Senior Artbox offers students at Clayfield College the opportunity to explore visual art making, as part of their extra-curricular studies. It offers students various media workshops outside school hours each semester. The program introduces creative thinking and practical artistic skills, which can be traditional or contemporary in approach. The program has included darkroom techniques, claymation, jewellery making, painting, drawing, digital photography and computer-aided design. Artbox tutors are included in the workshop to provide a professional and diverse range of activities for that year. The tutors are selected on the basis of their professional and innovative approach to art practice. As such, media explored in the Artbox program offer potential in terms of career prospects.

Artbox occurs on a weekly basis and at the end of the year each student is presented with a Certificate of Participation.

In 2006 thirteen students participated in Artbox.

## **Dance Company**

Dance Company is a year long activity designed to extend dance performance technique and develop choreographic skills. Students will be required to participate in various dance styles, which may include jazz, ballet and modern/contemporary. Students will have opportunities to perform at school events and local eisteddfods.

Student Membership (eligibility and process to gain entry): Applications by audition process at commencement of the school year. It is required that students wishing to audition have prior dance experience.

Rehearsals are held weekly.

In 2006 seven students were in the Dance Company.

## **Debating and Public Speaking**

Role: Many Clayfield College girls each year are involved in interschool debating through the competition organised by the Queensland Debating Union, in which hundreds of schools in south-east Queensland are involved. In 2006 Clayfield College entered eight teams in the competition.

The debating season stretches from March to late August/mid September. Teams are required to win three of the four debates in the preliminary rounds to progress to the finals “knockout” rounds.

Some girls also take up opportunities in Public Speaking competitions such as the annual Rostrum Voice of Youth and Shakespearean contests. This year two (2) students participated with great success.

Meetings: Once or twice a week, usually during lunch hours, in debating season, which will run from early-March to August/September. Debates are held every two to three weeks on a mid-week night (probably a Wednesday, but to be confirmed by the official Queensland Debating Union draw).

### **Drama Club**

Role: To promote and extend communication and performance skills, and the students' ability to work as members of a team; and to create a healthy environment in which to socialise with students of other age groups and at times from other schools.

Student Membership (eligibility and process to gain entry): Any student is invited to participate. Students do not need to maintain membership throughout the year, as activities will generally be confined to a single term.

Drama Club is run during Term 1 and 2 with usually 25 students participating each term.

Activities offered will vary in style (clowning workshops, theatre sports, play performance). For enrolment in some workshops/activities of a more advanced nature, experience in Drama will be a prerequisite or an audition process will be undertaken. Where professional actors are employed to take workshops a fee may be charged.

### **Duke of Edinburgh Award**

Role: To work to achieve Bronze, Silver, and Gold Awards. The Duke of Edinburgh Award promotes responsibility, initiative, and self-reliance amongst participants within a supportive society.

Student Membership (eligibility and process to gain entry): Age fourteen - open to anyone.

Requisites: Within each award, participants fulfil requirements in Service, Expedition, Skill and Physical Recreation sections.

### **Future Problem Solving**

Role: Future Problem Solving is an international educational program for students of all ages from P - 12 that focuses on the development of creative thinking skills. In particular, it centres on the skills of problem identification and positive solutions to those problems. Above all, it aims to give young people the skills to design and promote positive features for the society in which they live. The aim of Future Problem Solving is essentially to develop critical, creative and futuristic thinking skills. It challenges students to apply their imagination and thinking skills to some of the significant issues facing both the world of today, and the future, equipping them with the skills and vision needed to anticipate, comprehend and solve problems associated with these issues, helping them to have a positive impact in the society of the future.

Student Membership (eligibility and process to gain entry): Students who have displayed outstanding academic potential and who have shown a high task commitment. Membership numbers are limited. Years 8 to 11 are eligible for selection. An experienced Year 12 student will be selected to act as Student Facilitator.

In 2006, twelve students participated in Future Problem Solving.

### **Interact**

Role: Interact is a community service club affiliated with Rotary and, in Clayfield College, particularly supported by the Albion Rotary Club. Clayfield Interact Club supports local and overseas charities each year, including such well-established projects as “Samaritan’s Purse”. We have a long-standing association with the Royal Brisbane Children’s Hospital, and have just begun supporting the Mater Children’s Hospital Sleep Unit and AEIOU, the Autism Early Intervention Outcomes Unit. The students plan, organise and run fundraising events and devote their time and physical effort to experience the benefits of service to others.

Student Membership (eligibility and process to gain entry): Years 8-12 eligibility throughout the year. Student membership for 2005: 100

Board and full Club Meetings are held in alternate weeks. Student membership for 2006 was 80 students.

### **Karate**

Karate at Clayfield College, while being a Sporting Activity of the College, is affiliated with Kansai Karate Academy and Australian Chief Instructor for Shukokai Style, Sensei Steven Kelly 5<sup>th</sup> Dan. Chief Instructor Clayfield is Sensei David Bernard 2<sup>nd</sup> Dan (Level 1 Coach NSCA)

Through Kansai Karate Academy our Clayfield Dojo is affiliated with the Australian Karate Federation, the World Shukokai Union and the World Karate Federation. Our students therefore have both national and international recognition for their gradings. All instructors are recognised coaches with the Australian Coaching Council and hold Senior First Aid Certificates.

Karate is a great way of acquiring self-defence skills and keeping fit. It also helps with coordination skills and discipline management.

Numbers of participants (across all Year levels) for 2006: 44

Training sessions are held twice a week.

### **Red Cross**

Role: To encourage awareness of the International Red Cross and the Red Crescent Movement. This is to be achieved by promoting and educating students about the seven fundamental

principles – humanity, impartiality, neutrality, independence, voluntary service, unity and universality. Students assist the Australian Red Cross through fundraising activities.

Student Membership (eligibility and process to gain entry): Come to meetings – pay membership fees. Students must show commitment to be eligible to wear badge.

### **SOSWO (Share our Skills with Others)**

A member of the SOSWO team can be a student from any year level who has the desire to help another student in a subject area where she feels most comfortable, or who has the desire to receive assistance from another student in a subject area where she wants to improve. Each pair of students can come from the same or different year levels. Once paired, a time suitable for both parties is arranged for at least weekly contact to occur. Benefits of the program include:

- understanding of a subject increases as thoughts are organised to explain processes to someone else
- skills in communicating with others improve
- self esteem improves because strengths are realised or help is given without the recipient feeling put down
- extension of friendships/support network occurs

Approximately 30 students were involved in SOSWO in 2006.

### **SUIS (Scripture Union in Schools)**

Role: Scripture Union is a highly respected Christian organisation which serves the community through chaplaincy programs, camps, training and missions. SUIS is the school arm of Scripture Union which meets every Tuesday lunchtime. It is an opportunity for girls to explore issues of their faith in a relaxed environment.

Student Membership: Any students are welcome to join SUIS and encouraged to attend regularly. The group is led by a board of Year 12 students who are elected on the basis of their Christian commitment. Meetings, prayer breakfasts and other activities are student directed with the support and guidance of committed staff.

In 2006, approximately twenty students were involved in SUIS.

### **UNIFEM**

UNIFEM is an international organisation within the United Nations whose funds are raised for projects directly involving women in developing countries. *All money* raised is used in the projects which improve the quality of life for women and families.

Meetings are held once a term as well as five to six workshops throughout each term.

## SPORTING PROGRAM

Clayfield College in 2006 participated in the Andrew's Cup (Primary Schools Sport) and the Queensland Girls' Secondary Schools Sport Association competitions. Students were provided with the opportunity to also participate at a regional, State and National level.

Sport is an integral part of College life with strong emphasis placed on an understanding and appreciation of personal general fitness, participation and contribution to teamwork. Each student is inspired to reach her full potential and to contribute to her team's optimum results. Whilst the recreational values of sport are well recognised, emphasis is placed on **participation, fair play, leadership, personal behaviour, teamwork** and **initiative**.

At Clayfield College we strive for sporting excellence. In doing so, we set ourselves the highest of standards, never resting in our pursuit of excellence, both on and off the sporting field.

<b>CLAYFIELD COLLEGE ANDREWS CUP (PRIMARY) SPORT</b>		
<b>SPORT</b>	<b>TEAMS</b>	<b>STUDENT NUMBERS</b>
SWIMMING	-	40
TENNIS	3	7
CROSS COUNTRY	-	28
ATHLETICS	-	59
NETBALL	6	49
SOFTBALL	4	42
GYMNASTICS	7	35

<b>CLAYFIELD COLLEGE QGSSSA (SECONDARY) SPORT</b>		
<b>SPORT</b>	<b>TEAMS</b>	<b>STUDENT NUMBERS</b>
CRICKET	2	30
SOFTBALL	7	80
SWIMMING	-	60
SOCCER	3	45
CROSS COUNTRY	-	50
GYMNASTICS	8	40
TENNIS	7	25
HOCKEY	4	60
VOLLEYBALL	5	50
NETBALL	8	80
ATHLETICS	-	60
TOUCH	7	72
BADMINTON	9	50



## ANDREWS CUP (PRIMARY SCHOOL) COMPETITION RESULTS

SPORT	TEAM	PLACE
<b>Swimming</b>	Aggregate Cup	2 <sup>nd</sup>
	Percentage Cup	2 <sup>nd</sup>
<b>Tennis</b>	A Grade	2 <sup>nd</sup>
	C Grade	6 <sup>th</sup>
	Year 5	1 <sup>st</sup>
<b>Cross Country</b>	Aggregate Cup	6 <sup>th</sup>
	Percentage Cup	4 <sup>th</sup>
<b>Athletics</b>	Aggregate Cup	5 <sup>th</sup>
	Percentage Cup	5 <sup>th</sup>
<b>Netball</b>	A Grade	Cancelled due to weather
	B Grade	Cancelled due to weather
	C Grade	Cancelled due to weather
	Year 5A	Cancelled due to weather
	Year 5B	Cancelled due to weather
<b>Softball</b>	A Grade	Equal 1 <sup>st</sup>
	B Grade	1 <sup>st</sup>
	C Grade	3 <sup>rd</sup>
	Year 5	3 <sup>rd</sup>
<b>Gymnastics</b>	A Grade	3 <sup>rd</sup>
	B Grade	1 <sup>st</sup>
	C Grade (i)	1 <sup>st</sup>
	C Grade (ii)	4 <sup>th</sup>
	D Grade (i)	1 <sup>st</sup>
	D Grade (ii)	3 <sup>rd</sup>

## QGSSSA (Years 8 – 12) COMPETITION RESULTS

SPORT	TEAM	PLACE
<b>Artistic Gymnastics</b>	Open	3 <sup>rd</sup>
	A Grade	2 <sup>nd</sup>
	B Grade	2 <sup>nd</sup>
	C Grade	4 <sup>th</sup>
	D Grade	1 <sup>st</sup>
	E (i)Grade	2 <sup>nd</sup>
	E(ii) Grade	4 <sup>th</sup>
	8 (i)	2 <sup>nd</sup>
	8 (ii)	3 <sup>rd</sup>
<b>Athletics</b>	Aggregate Cup	7 <sup>th</sup>
	Percentage Cup	3 <sup>rd</sup>
	17 Years	9 <sup>th</sup>
	16 Years	9 <sup>th</sup>
	15 Years	8 <sup>th</sup>
	14 Years	9 <sup>th</sup>
	13 Years	8 <sup>th</sup>
<b>Badminton</b>	Open	8 <sup>th</sup>
	Senior A	10 <sup>th</sup>
	Senior B	7 <sup>th</sup>
	Year 10A	4 <sup>th</sup>
	Year 9A	9 <sup>th</sup>
	Year 9B	7 <sup>th</sup>
	Year 8A	3 <sup>rd</sup>
	Year 8B	8 <sup>th</sup>
<b>Cricket</b>	Open (Division A)	1 <sup>st</sup>
	Open (Division B)	1 <sup>st</sup>
<b>Cross Country</b>	Aggregate Cup	9 <sup>th</sup>
	Percentage Cup	5 <sup>th</sup>
	17 Years	9 <sup>th</sup>
	16 Years	10 <sup>th</sup>
	15 Years	9 <sup>th</sup>
	14 Years	3 <sup>rd</sup>
	13 Years	7 <sup>th</sup>
<b>Hockey</b>	Open	6 <sup>th</sup>
	Senior A	7 <sup>th</sup>
	Year 10	8 <sup>th</sup>
	Year 9	6 <sup>th</sup>

	Year 8	8 <sup>th</sup>
<b>Netball</b>	Open	9 <sup>th</sup>
	Senior A	10 <sup>th</sup>
	Senior B	9 <sup>th</sup>
	Year 10A	1 <sup>st</sup>
	Year 10B	3 <sup>rd</sup>
	Year 9A	4 <sup>th</sup>
	Year 9B	4 <sup>th</sup>
	Year 8A	9 <sup>th</sup>
	Year 8B	3 <sup>rd</sup>
<b>Soccer</b>	Open	1 <sup>st</sup>
	Senior A	1 <sup>st</sup>
	Junior	1 <sup>st</sup>
<b>Softball</b>	Open	8 <sup>th</sup>
	Senior A	3 <sup>rd</sup>
	Year 10A	5 <sup>th</sup>
	Year 9A	3 <sup>rd</sup>
	Year 9B	4 <sup>th</sup>
	Year 8A	6 <sup>th</sup>
	Year 8B	4 <sup>th</sup>
<b>Swimming</b>	Aggregate Cup	6 <sup>th</sup>
	Percentage Cup	3 <sup>rd</sup>
<b>Tennis</b>	Open	3 <sup>rd</sup>
	Senior A	1 <sup>st</sup>
	Senior B	4 <sup>th</sup>
	Senior C	3 <sup>rd</sup>
	Year 10	2 <sup>nd</sup>
	Year 9	9 <sup>th</sup>
	Year 8	9 <sup>th</sup>
<b>Touch</b>	Open	9 <sup>th</sup>
	Senior A	10 <sup>th</sup>
	Senior B	9 <sup>th</sup>
	Year 10A	10 <sup>th</sup>
	Year 10B	10 <sup>th</sup>
	Year 9A	10 <sup>th</sup>
	Year 9B	7 <sup>th</sup>
	Year 8	9 <sup>th</sup>
<b>Volleyball</b>	Open	3 <sup>rd</sup>

	Senior A	2 <sup>nd</sup>
	Year 10	3 <sup>rd</sup>
	Year 9	4 <sup>th</sup>
	Year 8	3 <sup>rd</sup>

## MUSIC PROGRAM

Music at Clayfield College strives to offer a rich and varied program of classroom and extra-curricular activities. The program supports very high performance standards and exposes students to a wide variety of performance opportunities within the school context and wider community.

### **Choral Program:**

**Canzona** is the premier choral group at Clayfield College and is open to students who are members of Senior Choir. Auditions are held at the commencement of the school year for placement in the choir. This group currently involves 31 students from Year 10-12. The practice requirements include weekly rehearsals on Wednesday afternoon 3.15-5.00pm, sectional rehearsals when required and extra rehearsals before special events, competitions and community performances. Canzona performs regularly at school concerts and functions, community events, competitions and festivals as well as combining with other schools to participate in joint projects. Canzona provides an opportunity for students to pursue excellence in note reading, languages, phonetics, musicality and choral techniques.

**Senior Choir** is open to all students from Year 10-12 who enjoying singing. Membership for Senior Choir is gained through application to the director at the commencement of the school year. There is no audition required for this choir. The practice requirements include weekly rehearsals on Friday 7.15-8.20am and some extra rehearsals may be required before special events and community performances. Senior choir performs regularly at school concerts and community performances throughout the year. Senior Choir provides students involved who enjoy singing the opportunity to develop a good grounding in choral techniques.

**Clayfield Choristers** is open to all students from Year 8 and 9 who enjoy singing. Membership is gained through application to the director at the commencement of the school year. There is no audition required for this choir. The practice requirements include weekly rehearsals on Friday 7.15-8.20am and some extra rehearsals may be required before special events and community performances. Clayfield Choristers perform regularly at school concerts and community performances. Clayfield Choristers provides students a solid introduction to choral singing.

**Junior Choir** is open to students in Year 5, 6 and 7 from the Junior School. The group currently involves 48 students. Membership for Junior Choir is gained through application to the director at the commencement of the school year. There is no audition required for this choir. The practice requirements include weekly rehearsals on Wednesday 7.15-8.20am and some extra rehearsals may be required before special events, community performances and competitions. Junior Choir performs regularly at school concerts, community performances and competitions throughout the

year. The Junior Choir provides students an opportunity to develop their choral skills at a more advanced level as well as developing the social experience of music making.

**Piccolo Choir** is open to students in Year 2, 3 and 4 from the Junior School. This choir involves - 85 students. Membership for Piccolo Choir is gained through application to the director at the commencement of the school year. There is no audition required for students to participate in this group. The practice requirements include weekly rehearsals on Tuesday 1.00-1.40pm and on occasion some extra rehearsals may be called throughout the year for special performances and competitions. Piccolo Choir performs regularly at school concerts, assemblies and competitions. Piccolo Choir provides an excellent training ground in the early development of part-work, confidence and discipline in performance.

### **String Program:**

**Viotti String Quartet** is the most advanced string group at Clayfield College. Admission to the group is by application and audition to the Director of Strings. Members of this quartet need to be serious musicians, in that they are continuing private lessons and are able to work under staff direction and also as a self-directed group. Viotti Quartet performs at various school-based concerts, festivals and community functions. Extra rehearsals are often required to prepare for performances.

**Paganini Strings** is the Senior School string group at the College and as such caters for the advanced level of players. This group currently consists of 17 students who provide a balanced ensemble. Admission to the group is by application and audition to the group director and all members must be continuing private instrumental tuition. On occasion members of the Junior School community of exceptional ability have been admitted to this ensemble. Rehearsals are held on Thursday 3.15-5.00pm. Paganini Strings performs regularly at school concerts, festivals and community based performances.

**Bottesini Strings** is the only combined Junior/Senior string ensemble at the College and as such caters for intermediate players. The group currently consists of 14 students who combine to produce a balanced string orchestra and who as individuals are continuing private instrumental lessons. Admission to the group is by application and audition to the group director, with all Junior School members also being full-time members of Amati. Rehearsals are held weekly on Thursday 7.15-8.20am. Numerous school based concerts and festivals are part of the group's annual performance commitment.

**Amati Strings** is the Junior School String group and as such caters for Junior School players. This is typically students in Year 5, 6 and 7. This ensemble consists of 32 students. Membership of the ensemble is gained through application to the director at the commencement of the school year. There is no audition required but members must be undertaking private lessons on their instrument. Rehearsals are held on Tuesday 7.15-8.20am and performances include school concerts and festivals.

**Poco Strings** is the beginner string group at the College and caters for students who have only been learning for 12 months or less. This group varies in size throughout the year as players must

become members when his/her teacher recommends they are ready. (This may be halfway through a term or semester). Similarly players may progress from Poco Strings to Amati Strings at the director's discretion and when they are technically ready. This flexibility allows students to perform in a group that is of a suitable standard. Rehearsals are held on Monday 1.00 – 1.40pm and they perform at a variety of school concerts throughout the year.

### **Band Program:**

**Symphonic Winds** is a 40 piece Concert Band comprising players of Brass, Woodwind, Percussion and String Bass. Group membership is gained by application to the ensemble director and through audition at the commencement of the school year. All members are required to be having regular lessons on their instrument. This group currently includes students from Year 8-12. Practice requirements include weekly rehearsals on Tuesday 3.15-5.00pm, occasional sectional rehearsals and extra rehearsals for special events when required. Regular home practice is expected from students participating in this ensemble. Symphonic Winds performs regularly at school concerts, wider community events, competitions and festivals. This ensemble provides an opportunity to pursue excellence in musical performance in the Concert Band medium.

**Stage Band** is a 19 piece jazz ensemble open for audition by advanced trumpet, trombone, saxophone (alto, tenor and baritone), bass (string or electric), percussion and keyboard. Members of Stage Band must also be members of Symphonic Winds therefore students must be having regular lessons on their instrument. This group rehearses weekly on Wednesday 7.15-8.20am and performs regularly at school concerts, community events and competitions.

**Wind Orchestra** is a 23 piece Concert Band open to committed players of woodwind, brass, string bass and percussion students of an intermediate level. Members are to be undertaking regular instrumental lessons on their instrument. All members audition at the commencement of the school year to ensure that placement within the group is appropriate to the ensemble as well as the individual. Wind Orchestra currently involves students in Year 7-10. Rehearsals are held weekly on Thursday 3.15-4.30pm and they perform regularly at school concerts. This ensemble provides an opportunity for intermediate level students to develop ensemble skills and musicianship.

**Wind Ensemble** is a 21 piece Concert Band open to all Junior school students of brass, woodwind and percussion. The ensemble mainly consists of graduates from the Junior Band Program from the previous year but is open to all students who have been learning an instrument for at least 12 months. Membership is gained by application to the Director at the commencement of the school year. Wind Ensemble rehearses weekly on Monday 3.00-4.00pm and performs regularly at school concerts.

**Junior Concert Band** is a 10 piece Concert Band primarily made up of current students of the Junior Band Program (compulsory for these students). Positions in the ensemble are also open to other students of brass, woodwind and percussion who have been learning an instrument for less than 12 months. The Junior Concert Band rehearses weekly on Monday 7.30-8.20am and performs regularly at school concerts. This ensemble is a developing band that aims to introduce and develop skills in group instrumental participation as well as performance etiquette.

**Clarinet Choir** is an 8 piece ensemble open to committed players of clarinet and Bass clarinet from Year 8-12. Students are accepted into this group upon application to the director at the commencement of the school year. This group rehearses on Tuesday 7.30-8.20am and performs regularly at school concerts and community functions.

**Faure Flutes** is a 10 piece ensemble open to committed flute players in Years 9-12. This group is an advanced group. Students are accepted into Faure Flutes upon application to the ensemble director at the commencement of the school year. This group rehearses weekly on Thursday 7.20-8.20am and performs regularly at school concerts and community events.

**Moyse Flutes** is a 9 piece ensemble open to intermediate flute players in Years 8-10. Students apply to the director at the commencement of the school year. This group rehearses weekly on Tuesday 1.10-1.40pm and performs regularly at school concerts and community events.

**Taffanel Flutes** is a group of 6 elementary flautists currently attending the College. Students apply to the director of the ensemble at the commencement of the school year. They rehearse weekly on Thursday 1.10-1.40pm. They perform regularly at school concerts and community events.

**Percussion ensemble** was introduced for the first time in 2006 and consists of 4 players. This ensemble is used to further develop ensemble technique outside the realm of the concert band genre. They rehearse on Thursday 7.20-8.20am and perform regularly at school concerts.