

International Student Prospectus



Clayfield College



Let your light *shine*





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Message from the Principal

Thank you for considering Clayfield College for your son or daughter.

Clayfield College is a vibrant Brisbane school, with a long history of providing outstanding opportunities for boys and girls to succeed in an ever-changing world. We partner with parents to inspire conscientious young adults who will make an impact through lived integrity, sustainability, inclusiveness and service. Our unique Parallel Learning model is both co-educational and single-sex when it matters the most for students – offering the best of both worlds on one beautiful campus.

The College's strong educational framework is intentionally structured to maximise your child's growth at all stages of their development. From Pre-Prep to Year 12, every boy and girl is known, valued and understood as an individual with unique interests, voice and potential.

At Clayfield, our international students make a significant contribution to the life of our school and we welcome and celebrate the diverse cultures of all students.

We offer short, medium and long term programs that are designed to meet the individual needs of each international student.

We understand that choosing a school for your son or daughter is a significant decision for you as a parent.

We look forward to tailoring the beginning of your child's journey at Clayfield in a way that meets their individual needs and shines a light on their way forward.

Dr Andrew Cousins
Principal

Why study at Clayfield College

The College is located in the beautiful inner-northern Brisbane suburb of Clayfield, only six and a half kilometres from the central business district and served well by public transport.

The Citytrain network is situated close by and we are centrally located to buses, both Brisbane City Council and private bus lines. The College is only five kilometres from the Domestic and International airports as well as the Gateway arterial road that links the Gold and Sunshine Coasts.

Brisbane is the capital of the state of Queensland with a population of over 1,000,000 people and Australia's third largest city after Sydney and Melbourne. It offers international students a chance to live in a safe and caring, culturally diverse environment with a relaxed outdoor life.

Our aim at Clayfield College is to challenge our students academically through enquiry and engagement whilst nurturing an intellectual curiosity of the world around them. We offer a stimulating academic curriculum, and comprehensive co-curricular opportunities for our students to pursue their interest in sport, the arts and service leadership.

The College has a strong academic focus where our students are encouraged to set and achieve personal academic goals. Through our extension learning programs, we offer a broad range of activities that foster essential enquiry skills, such as problem solving, creative thinking, flexibility and tenacity. Our school size ensures that greater attention can be given to every student that ensures more attention is given to each individual student. Our Pastoral Care Program focuses on a holistic approach which encourages our students to develop commitment, self-discipline, self-motivation and a sense of social responsibility. We encourage our students to be happy, laugh often, work hard and give back to the community.

Ultimately, what Clayfield College offers is an opportunity for your son or daughter to explore their full potential. Our highly experienced staff have the passion, drive and ability to inspire and guide, him or her, to be the very best they can be.



Our Location



SUNSHINE COAST

1hr 16min (106km) from Clayfield College

BRISBANE INTERNATIONAL AIRPORT

11min (8.2km) from Clayfield College



Clayfield College

BRISBANE CBD

15min (10km) from Clayfield College

GOLD COAST

1hr 6min (84km) from Clayfield College



The College has a strong academic focus where our students are encouraged to set and achieve personal academic goals.





Academic Life

Clayfield College offers a dynamic curriculum that challenges and extends students in their academic and personal growth.

Clayfield College is justifiably proud of our academic record and achievements. The College is recognised within the wider community as a school that inspires students to strive for academic success. We offer a stimulating and engaging curriculum, that incorporates innovative learning experiences, and is personalised to challenge the learning needs of every student.

We encourage our students to be flexible and critical in their thinking, to apply their knowledge, and utilise an array of research methodologies and technology to confidently respond to learning tasks. Our aim is to build the confidence of each student by recognising effort and achievement, whilst celebrating personal excellence.

As a dynamic teaching and learning community, the College is committed to continuous improvement. To support the diversity of our learners, we strengthen the learning of our educators through ongoing professional development, to ensure they are equipped with the most contemporary teaching styles and educational practices.

Our comprehensive academic programs provide our students with solid foundations in literacy and numeracy in the early years, culminating in learning experiences that challenge and extend our students in Year 12.



Our Teaching and Learning Program aims to inspire our students to achieve their academic potential through a range of learning experiences that engage, excite and challenge them.

Parallel Learning Model

Clayfield College is a co-educational day and boarding school, offering families the best of co-education and single-sex education using the distinctive Parallel Learning model.

How it works

Unique to Clayfield College, the Parallel Learning model will see students experience all the advantages of a co-educational environment as they grow and develop through their early years and Junior School (Pre-Prep to Year 6). Then, from Year 7 students will begin single-sex learning streams, continuing through Years 8 and 9. In Year 10, students come together for selected classes and then benefit from fully co-educational classes in Years 11 and 12.

Why it works

Parents no longer have to decide between single-sex and co-education in advance. Clayfield College offers the best of both worlds – gender-specific teaching when it matters most, with all the social benefits of a co-educational campus.

“It’s well documented, particularly in middle schooling, that the social emotional and academic development of all students is quite different. For me, Parallel Learning means we can tailor the pastoral and academic programs more sensitively, in an environment that removes the gender stereotype. This allows students to develop a strong sense that they’re known, belong, and be the best version of themselves.”

Dr Andrew Cousins, Principal



Our aim is to provide every child with an outstanding teaching and learning environment.



Enrichment Learning

Enrichment Learning at Clayfield College is based on four dimensions:

- 1 Differentiation in the classroom**
- 2 Augmentation of learning through co-curricular groups**
- 3 Enhancement opportunities through exposure to visiting speakers and alternate experiences**
- 4 Inquiry based learning through self-directed multi-disciplinary practices.**

Meeting individual needs

At Clayfield College, we recognise that students have their own unique strengths and learning preferences. We believe differentiation is key to meeting their individual needs and providing an effective learning environment. In real terms, this means that our teachers adjust their teaching strategies within the classroom to suit the variety of learning styles and abilities of their students.

Examples of differentiation extension include:

- Interdisciplinary curriculum
- Themed-base studies
- Student portfolios
- Alternative scheduling to the daily timetable

Clayfield College believes in providing learning opportunities for our students that promote the development and expression of their unique abilities and talents. Our aim is to ensure our students become independent and engaged learners, with a passion for learning that lasts a lifetime.

Beyond the curriculum

Through the wide range of co-curricular programs on offer, Clayfield College provides many opportunities for students to develop their personal skills and become contributing members of our school community. Augmentation of learning through co-curricular groups is designed to expose students to a wide range of disciplines, occupations, hobbies, places and events that would not ordinarily be covered in the curriculum.

Developing learning skills

Enhancement learning opportunities consist of activities designed to promote creative thinking and problem solving, including learning new skills in written, oral and visual communication. Enhancement learning helps students to become adaptable and open-minded, assisting them to overcome challenges and to cope with risk and uncertainty.

Learning through doing

Inquiry based learning activities involve students who take an active role in learning by pursuing a self-selected activity in which they assume the role of inquirer.



At Clayfield, it is important to us that every student experiences connection and growth with extensive opportunities to shine beyond the regular curriculum.



Co-Curricular Life

Our students are encouraged to broaden their interests by extending themselves in the arts, sport and community service through our extensive co-curricular program.

Through our comprehensive Creative and Performing Arts program, we offer our students a variety of opportunities to pursue and enjoy the wonderful world of Music, Visual Art, Drama and Dance.

- Our rich and varied Music program of classroom and co-curricular activities, is based on the world-renowned Kodály method, which encourages lateral thinking. Students also have access to specialist music teachers as well as vocal and instrumental tuition. We offer a variety of musical group opportunities for our students, including string orchestras, bands, ensembles, groups and choirs.
- Our Arts, Drama and Dance program offers our Junior and Senior students opportunities to extend themselves and build their self-confidence through exhibitions and theatrical productions. The program begins in Junior, and progresses through to Senior, with extensions being offered to students wishing to expand their knowledge and skills.

We believe that maintaining a healthy body is pivotal for our students' development. Participation in sporting activities is encouraged for all students from Pre-Prep to Year 12. Clayfield College offers excellent sporting facilities, including a multi-purpose Physical Education Centre and gymnasium, a heated swimming pool complex, playing fields, tennis and netball courts, and access to external sporting fields. Our sporting program encourages all students to achieve their full potential and to contribute to the success of their teams.

Our Service program offers opportunities for our students to participate in local and global community service groups and projects to develop their sense of individual responsibility – not only to College life and the community within which they live, but to society as a whole.

Student Wellbeing

At Clayfield, academic rigour works in harmony with our authentic and very intentional wellbeing program, Care@Clayfield. We provide a holistic approach to student wellbeing and personal development so that each student is known, valued and understood, experiencing a sense of belonging.

From Pre-Prep through to Year 5, the class teachers are the key nurturers. Their role is to provide care for each individual child and to incorporate a planned pastoral care program as part of the class curriculum. This program aims to develop the skills to help students be resilient when coping with the challenges they may face in school and beyond.

From Year 6 to Year 12 we use a multi-pronged approach to the care of our students. There are two key dimensions to this approach: the vertical House Hubs and the horizontal Year Level Hubs.

The House Hubs focus on creating connections between students from different year levels with the House. House activities and competitions, whether sporting, cultural or celebratory further

extend connections beyond a student's immediate friendship group. The Year Level Hubs are facilitated by Heads of Year (HOYs), who have responsibility for the personalised care of the students within their cohorts. The relationship between a student and their HOY is fundamental to this care and is founded on ensuring that each individual is known, valued and understood.

An extensive pastoral care team supports our international students. The team includes academic staff, ESL teachers, Heads of Year, House Leaders, College Counsellor, College Nurse, College Chaplain and Dean of Wellbeing and Safeguarding. Strong support is also provided by the Director of Boarding and the Boarding House staff.





**At Clayfield College
we are committed
to the wellbeing of
each individual in
our community.**

Boarding

Boarding at Clayfield is an incredibly rewarding experience where your child will learn and grow in a safe, caring and supportive environment.

Sharing a home with students from across Australia and the globe, they will establish connections with their Boarding family that will last a lifetime. Your child's passion will be ignited by the wealth of outstanding opportunities at their fingertips, including academic and co-curricular offerings. Through gaining a second family from Years 7 to 12, your child will also be nurtured to be independent and to value and respect others.

Previously offering girls-only boarding, the College transitioned to a co-educational day and boarding school in 2024 as part of the distinctive Parallel Learning Model. Co-educational boarding provides many social and emotional benefits. Clayfield is fortunate that as a former hospital, the Boarding House design easily adapted to create separate living facilities for boys and girls, while still benefiting from shared services such as catering.

Life as a Boarder

Boarders will have academic support available for their structured and supervised Prep sessions each evening, Sunday to Thursday, which will assist them to form good learning habits. In addition, teaching staff visit the Boarding House on a weekly basis to provide further assistance.

We provide a holistic recreation program that is designed to provide opportunities for relaxation, socialising and to experience new activities and life in South East Queensland. Outings include trips to the beach, Southbank, museums, ice skating, theme parks, shopping and socials with other Boarding Schools.

Boarders are also involved in various sporting and recreational undertakings outside of the co-curricular activities on offer at our College such as representative and club sport, rowing, horse riding, and dancing. Our Director of Boarding and Boarding House staff personally transport students to these outside activities wherever possible.

The Boarding House staff and local boarders are encouraged to learn about, respect and share the cultural backgrounds of our international students and we encourage our international students to visit Australian families and local attractions during school holidays. Or, homestay arrangements can be made by the Boarding House for international students not returning home for the school holidays.

We appreciate the huge adjustment required to live and learn in a new country and the importance of our Boarding House having a true sense of home for our international students.



Our boarding staff are especially chosen for their kind and nurturing attitudes and their devotion to our boarders.

Entry Requirements for International Students

Enrolment Application Process

1. Clayfield College will consider enrolment applications from students wishing to apply for a Student Visa, subject to compliance with minimum requirements and conditions set by the College, and with legislative requirements of the State of Queensland and the Commonwealth of Australia, including any requirements to undertake extra tuition to learn English to meet the English language proficiency standard needed to enter mainstream classes.
2. An application for enrolment must be made by completing the Online Enrolment Form available at <https://www.clayfield.qld.edu.au/enrolments/how-to-apply> and must be accompanied by the following:
 - a) The enrolment application fee;
 - b) Copies of student report cards from the previous two years of study, including a copy of the latest student report;
 - c) Appropriate proof of identity and age;
 - d) Written evidence of proficiency in English as a second language (a copy of test results is required); and
 - e) A photocopy or scanned copy of passport page with name, photo identification, passport number and expiry date.
3. Where the above documents are not in English, certified translations in English are required, with necessary costs to be met by the applicant.
4. An application for enrolment can only be processed when all of the above are in the hands of the Enrolments Team.
5. Applications from international students are

processed according to established policy and procedures, and are dealt with on their merits. Failure to disclose details required as part of the application process may later result in cancellation of enrolment.

6. Assessment procedures include an evaluation of reports from previous schools and of English language proficiency. In cases where report cards are not available or are inconclusive for any reason, the College may require relevant testing of the applicant to assess the application.
7. Onshore applications for Years 11 and 12, where the student is transferring from another CRICOS registered provider, will only be considered where the transfer, if accepted, allows the student to achieve a successful study outcome at the end of the enrolment.
8. Offshore applications for enrolment in Years 11 and 12 will not be considered after the Year 11 course has commenced unless the student can complete course assessment before the end of the first semester of Year 11.

Clayfield College requires evidence that the applicant's academic ability and English proficiency is sufficient to successfully meet the entry and curriculum demands of the intended course. Students undertaking a package of courses will have their academic and English language capabilities re-assessed prior to the commencement of each course in their enrolment package. This is a requirement under the 2018 National Code of Practice, Part B Standard 2.

Minimum academic and English language requirements are as follows:

Year Level	AEAS Score	CEFR Level	IELTS Score (overall)	Oxford ELSA (by Oxford ELLT) Score	NLLIA Bandscales if transferring from an Australian school 4 skills at
4	33-39	B1	4	40	4
5	33-39	B1	4	40	4
6	33-39	B1	4	40	4
7	40-45	B1	4+	45	4+
8	46-56	B1	5	50	5
9	57-66	B2	5+	55	5+
10	67-79	B2	6	60	6
11	80+	C1	7	70	7
12	80+	C1	7	70	7

Academic Requirements

Students must provide evidence of satisfactory academic performance appropriate to entry to the year level requested on the Online Enrolment Form or offered as an alternative point of entry by the College in a Letter of Offer.

a) Junior School (Prep to Year 6)

Clayfield College accepts international student enrolments for direct entry into Junior School studies. The year level of entry will be assessed based on the student's age, current year level and education history.

For students enrolling into Years 4 to 6 in our Junior School, the Principal will decide whether an applicant is suitable or not based on evidence of academic achievement and on a student's level of English language proficiency.

The student's English language skills will be assessed upon arrival in order to develop an appropriate EALD (English as an Additional Language or Dialect) support program.

b) Senior School (Years 7 to 12)

Students enrolling into Senior School studies will need to provide evidence of previous studies across curriculum areas. The Principal will decide whether an applicant is suitable or not based on evidence of academic achievement, personal references and on a student's level of English language proficiency.

English Language Proficiency Requirements

Evidence of English language proficiency levels in at least one of the English language tests below is required for direct entry into Clayfield College:

Students who do not attain the above English language proficiency levels may be required to enter an ELICOS program prior to commencing at Clayfield College. Clayfield College can provide accommodation in its Boarding House while the student is enrolled in ELICOS.

Those students who have undertaken an intensive English language course before beginning mainstream studies, will have their English language proficiency reassessed at the conclusion of the language course to ensure the student's level of proficiency is sufficient to allow them to commence their mainstream course.

Note that where a student cannot, or will not, meet the English language or academic requirements for entry into their first mainstream course, or a subsequent course undertaken as part of an enrolment package, Clayfield College may choose to apply the *Conditions of Enrolment* outlined in the student's written agreement and the provisions of this *Entry Requirements Policy*, the outcome of which may result in the withdrawal of offer for enrolment on the grounds that entry requirements have not been met.

Alternatively, Clayfield College may, at its discretion, and if appropriate, choose to offer:

- New mainstream enrolments – entry into a mainstream course at a lower year level.
- Continuing mainstream enrolments – opportunity to repeat a year level as part of an academic intervention plan implemented by the school. Refer to the Student Progress, Attendance and Course Duration Policy.

Students entering in Prep to Year 6 will enter the College directly in an EALD supported program.

Course Credit

Credit for courses completed interstate or overseas are under the purview of the Queensland Curriculum and Assessment authority (QCAA). Below is a summary of the information detailed in the QCAA Policy and Procedures Handbook.

Interstate and overseas transfers: Non-Queensland studies

Non-Queensland studies are courses considered equivalent to those courses usually undertaken during senior secondary schooling by students in Queensland. Students who have completed non-Queensland studies in the Core category and enrol in similar Queensland courses of study may be eligible for credit for previous studies and/or their contribution to set pattern requirement of the QCE including the 12 credits needed from completed Core courses of study.

The QCAA decides eligible learning and whether a non-Queensland study is sufficiently similar to a Queensland course of study. Relaxation of the studies that contribute to the completed Core may be granted, provided that the student's previous study demonstrates the depth and continuity required. The QCAA determines the conditions, the set amount of learning, the set standard, and the set pattern a student must satisfy to accrue credit to the QCE. The relaxation is contingent on the student completing an approved learning option within the QCE requirements.

When the QCAA approves an application, results are verified and entered in a student's learning account.

Non-Queensland studies undertaken in interstate and overseas schools accrue one QCE credit for each component completed in a course of study, up to a maximum of three credits per completed or partially completed course.

When a student undertakes Queensland studies for the Unit 3 and 4 pair and has completed previous learning in the sufficiently similar subject, a maximum of two credits accrue for the previous learning.

As part of the application process, transfer students must provide evidence of results and/or qualifications gained from their previous learning provider/s, meet the QCE eligibility requirements (see Section 2.1: Eligibility for a QCE).

For interstate transfer students, the evidence may take the form of school reports, official certification of results or certificates for completed or partially completed senior secondary school studies (i.e. Year 11 and 12); VET qualifications and/or any other senior studies or further education.

For international transfer students, this may take the form of a letter from the principal of the previous learning provider that confirms the dates of enrolment, year level at exit, and the certificate or diploma that the student was studying towards.

For advice related to QCE eligibility, email QCEforschools@qcaa.qld.edu.au. To apply for credit for non-Queensland studies, and to apply for relaxation of the studies that contribute to the completed Core, see Transfer students and the QCE or email the QCAA Certification Unit at Certification@qcaa.qld.edu.au.

How to apply for Enrolment

The College proudly opens its gates throughout the year for our Principal and Director of Junior School-led tours. The tours provide prospective Collegians and their families with the opportunity to experience a normal Clayfield College school day and to ask questions of our students and staff.

Scan here to visit the Clayfield College website for full details of our tours.



All applications should be completed via the College website.

A table can be found on the College website to assist in determining the entry year for your son or daughter.

To view the Clayfield College enrolment procedure or to apply online please visit the Clayfield College website www.clayfield.qld.edu.au/enrolments/how-to-apply

For the latest news from Clayfield College visit www.clayfield.qld.edu.au.

Clayfield College CRICOS Courses offered are:

- 083542E Junior Years P-6 (Primary School Studies)
- 083543D Middle Years 7-10 (Junior Secondary Studies)
- 083544C Senior Years 11-12 (Senior Secondary Certificate of Education)

For more information contact the Enrolments Team:

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