



2023 ANNUAL REPORT

Calvary Christian College

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Prep – Year 12

Co-Educational Independent School



Fearlessly *Authentic* Learners

Calvary Christian College is an independent, dual campus, co-educational school. The College offers a unique learning environment with a relentless commitment to ensuring each student’s diverse needs are catered to. We commit to encouraging each child to be a fearlessly authentic learner who steps into every opportunity to grow and learn. We partner with them and their parents to develop their unique and individual talents. Where the College’s desired outcomes of a student's learning journey (as articulated in our Vision statement) aligns with the desired outcomes and expectations of a family, a successful partnership is most likely.

The College is governed by a College Council with members drawn from Real Life Christian Church (RLCC) members, Community representatives, as well as representatives from our parent body and alumni. The Council is made up with a skills matrix in mind to ensure that the Council covers the wide skill set required for effective governance today. The College Council is responsible to the Church Council. The Approved Authority is UCAQ.

The College Council members for 2023 were as follows -

Kevin Gordon (Chair), Adam Barke, Andrew Ballantyne, Jasmine Florey, Rufus Gandhi, Adam Low, Helen Moore, Brett Spitz, Brandon Tanner.

Established at Springwood in 1984 and expanding to include the campus at Carbrook in 1992, the College is a ministry of Real Life Christian Church.

The College enjoys a mutually beneficial and strong relationship with Real Life Christian Church with the Associate pastor of RLCC coordinating the College chaplaincy program. The RLCC youth ministry operates a Youth Group from the Carbrook campus. Volunteers from the church work alongside College staff to strengthen bonds among recent graduates, the College and the Church. Church volunteers are also active in supporting the delivery of programs such as Alpha Youth through the College Formation program. We enjoy strong alignment between the mission and vision of RLCC and the College.

At the College we seek to live out our faith with the focus on being a *Fearlessly Authentic* Christian community.

Springwood Campus

Early Years to Year 6

161 Dennis Road, Springwood, QLD 4127

Carbrook Campus

Early Years to Year 12

559 – 581 Beenleigh-Redland Bay Road,
Carbrook, QLD 4129

CHAIR OF COLLEGE COUNCIL REPORT

Proverbs 22. 6

Start children off on the way they should go, and even when they are old, they will not turn from it.

Calvary Christian College exists to provide an education that encompasses the academic as well as personal growth of the whole child, delivered through the lens of a clearly articulated Christian World view.

We believe:

Mastery of curriculum content matters.

Mastery of skills development matters more.

What matters most, is formation of character and faith.

Education is continually evolving. In decades gone by, before even books became commonplace in classrooms, the key objective of schools was imparting knowledge. When I was a student, although I received what was considered a rounded education, there was a strong focus on mastering and being able to reproduce curriculum content and almost all assessment was written. Over the last decade my daughters each graduated from school with a broader skill set than I did.



Since the advent of the internet and powerful search engines, a vast quantity of information is now, quite literally, at our fingertips. In the past year or so we have seen generative artificial intelligence enter the mainstream with the likes of Chat GPT now engaged with by millions of people daily.

These ongoing technological advances are changing ways of working, redefining some jobs and impacting every aspect of society. At Calvary, we aim to positively and confidently navigate the course of this ever-changing context so that our students and graduates can enjoy engagement in a world that increasingly demands more in terms of resilience, communication, collaboration and agility.

Calvary's Christian identity remains core to who we are as a College, and it is our current vision that every Calvary graduate is a fearlessly authentic learner with faith for the future.

Reflecting on the 2023 school year, there have been many highlights for me including:

- The youngest members of the Calvary family commencing their learning journeys.
- Commissioning new and improved facilities such as the beach volleyball area.
- Students of all ages achieving their personal best academically and in various co-curricular activities.
- Being entertained by our performing arts students in Chitty Chitty Bang Bang and other performances
- Celebrating successes in a number of sports.

Calvary is, indeed, a vibrant community.

I am grateful for the ongoing support of Real Life Christian Church, the Uniting Church Property Trust and the many people without whom there would not be a Calvary Christian College.



It has been my honour to lead the College Council, dedicated volunteers with a diverse range of skills and experience, who invest generously of their time and skills in the oversight and governance of the College. I am grateful to my fellow councillors who have served since the last AGM for the time and energy they invest into the role. We have recently welcomed Kevin Yearbury back onto the College Council and will be welcoming Craig Schmidt to the Council at the AGM. I am excited by the skills and experience that each of them brings.

My sincere thanks to the College staff, under the leadership of our Principal Mrs Cherylyne Gostelow, for all they do every day. Each member of the college staff, in the classroom, on the grounds or in the office has a key role in preserving the Calvary culture. The freedom to specify an active Christian faith in the recruitment of college council members and staff remains critical to maintaining the College’s authentic Christian identity. The College Council continues to advocate for the preservation of this right in the face of proposed changes to anti-discrimination legislation.

I will be completing my term on the College Council at the 2024 AGM. I wish whoever succeeds me as Chair all the very best and pray that Calvary will continue from strength to strength.



Kevin Gordon
Chair of College Council

College Council Members

Name	Representation	Committee
Kevin Gordon	RLCC Nominee	Chair – College Council Audit, Risk and Compliance Committee
Andrew Ballantyne	Parent Nominee	Audit, Risk and Compliance Committee Strategy, Service and Performance Committee
Adam Barke	RLCC Nominee	Audit, Risk and Compliance Committee
Jasmine Florey	RLCC Nominee	Chair - Strategy, Service and Performance Committee Audit, Risk and Compliance Committee Asset Management and Facilities Development Committee
Rufus Gandhi	Parent Nominee	Audit, Risk and Compliance Committee Asset Management and Facilities Development Committee
Adam Low	RLCC Nominee	Strategy, Service and Performance Committee
Helen Moore	Community Nominee	Strategy, Service and Performance Committee Asset Management and Facilities Development Committee
Brett Spitz	RLCC Nominee	Chair - Audit, Risk and Compliance Committee Strategy, Service and Performance Committee
Brandon Tanner	RLCC Nominee	Chair - Asset Management and Facilities Development Committee Strategy, Service and Performance Committee

PRINCIPAL'S OVERVIEW

As a community of lifelong learners, this year we have each been encouraged to focus on how we would 'stretch' to take the next steps in our learning, grow a closer-knit community and deepen personal and spiritual growth.

We have consistently asked ourselves the following questions:

- What is my learning stretch today?
- With whom have I engaged more deeply today?
- How is my life being impacted by my walk with God?

We have been considering how small deliberate choices we make each day can set us on a trajectory to the success we so deeply desire in our lives – in whatever way we may personally define 'success'. Calvary values progress over achievement. Giving your stretch best every day ensures you make progress in whatever it is you are striving to achieve. Our College value, Excellence, has consistently been presented to our community as my expectation that we will give each other our 'stretch' best in any given moment.



There are so many moments across 2023 where people have given their stretch best. Camps are an outstanding example of this. There are always those who come reluctantly or in trepidation about the unfamiliar that lies ahead at camp. Without exception over the years, we have seen the camp program positively impact our students in their physical, social-emotional and spiritual growth.

The sports arena is another area where 'stretch' is required of every community member. We not only play hard, but simultaneously we practise new skills, better ways of being a team, along with improving personal capabilities in our chosen sports. We learn to manage victory and defeat with equanimity.

This year's Junior School musical, *Chitty Chitty Bang Bang*, our Annual Showcase, many recitals, dance competitions, drama performances and so many other elements of our vibrant Arts (CAPA) program, demonstrate the value we place on the hours of intentional practice, the many 'stretch best' moments that go into providing our community with outstanding and enjoyable performances and exhibitions.



It goes without saying that in our everyday classroom learning as well as across the wide range of co-curricular clubs including our distinctive and inspiring Farm, 'stretch' is happening every day and in every way and our community is flourishing.

That's not to say flourishing describes the experience for everyone every day. I have had my tough days when my resilience has been tested and only a dogged commitment to my calling and the vision

and mission at Calvary has made me 'show up'. What I can say confidently, is that at Calvary for any member of our community there is a supportive community environment with both carefully and skilfully designed programs along with informal elements of how we do life together that makes the difference for each of us – including me!

I want to extend my thanks to the entire Calvary community for the warmth of their greetings every day, for the way they encourage and support me in my efforts to bring about exceptional learning journeys for each child. My particular thanks to the Executive team and College Council who 'hold my arms up' as the leaders held Moses' arms up when he could not (Exodus 17:12).



Every staff member at Calvary has their unique role to play in contributing to our Vibrant Community and I am deeply appreciative of the way each of you brings your professional expertise along with the skills and talents that make you uniquely you. Our parents, the Executive and Council join me in thanking each member of staff and volunteer for your unique contribution to 2023 at Calvary.



Cherylynne Gostelow
Principal and CEO

DISTINCTIVE CURRICULAR AND CO-CURRICULAR OFFERINGS

At Calvary learning is viewed as extending beyond the delivery of curriculum content. Student engagement with deep learning is valued both in and beyond the classroom.

We often say, “**Mastery of curriculum content matters but skills development matters more.**”

In a world crying out for effective leaders, our unique **Leadership development program** focuses on developing life-long character and leadership skills in students across Year 3 to 12. In November, the Year 11 students enjoyed a full

week of adventure and challenge, camping at Emu Gully. College staff provided evening programs that sought to challenge students’ thinking about their leadership capacity. This supplemented the leadership focus of the camp experienced by students in the daytime activities. Students have begun to understand what we mean when we say that a person does not have to hold a title or wear a badge to lead. Leadership is thus widely distributed through both our staff and student body. In 2021 MSS introduced a process where any student who demonstrates leadership can be awarded a leadership badge. Badges were awarded to senior students for initiating and running a coding club for Junior School (JS) students, supporting Middle School (MS) student Book Clubs and to MS students for coaching sports teams. The initiative comes from the student, they demonstrate they are self-aware, taking responsibility for personal growth, (leading self) and making a contribution to the community (leading or influencing others for good.) EXO day, a day where the MSS community celebrates wellbeing and mental health was again successfully organised by Year 12 student leaders. Many student leaders were engaged in providing fundraising activities and social activities for their peers across the academic year.

The Junior School (JS) campuses also focus on building leadership and student leaders engage in meetings (both formal and informal) with MSS leaders. JS leaders play a pivotal role in community development, organising and supporting events and hosting events such as weekly chapel gatherings and Celebration evenings in November. They also lead regular House based activities and JS Student Council meetings where initiatives and ideas are discussed and then implemented. In response to COVID-19, ‘quick pick-up’ became very popular with parents, and JS student leaders played a vital role in supporting this arrangement and ensuring the process ran smoothly each day. Students continue to use this opportunity to develop their leadership skills. Over 2023 numerous projects were initiated by students as they perceived themselves as leading, recognising their capacity to influence others to reach good outcomes for the community.

Learning to Learn is a distinctive program introduced in 2018 where explicit attention is paid to development of learning habits and skills under a learning habits framework. In 2020 MSS reached the stage of reporting against the learning habits. Students self-report and their teachers also report. The comparison of outcome leads to deep conversations about learning and what effective learning looks like. In 2022 we have used data from this program to demonstrate student growth in skills development. The ‘Learning to Learn’ project continues as a high priority informing teaching and learning across the College. This is one way the College seeks to deliver a research-informed and evidence-based learning model. JS students were introduced to the learning habits



during 2020 and have explored these more explicitly during 2021 and 2022. They, too, now use the framework to assess the development of each student's skills. A walk through JS classrooms always shows evidence of the learning habit currently in focus as teachers unpack with their students the (stage appropriate) behaviours and attitudes that underpin development of each habit.

Calvary Christian College has adopted a **stage-based approach** to delivering the Australian Curriculum which is written to invite a six-stage approach P-12. Up to the end of Stage 4, a strongly **integrated curriculum design** is favoured alongside specialist areas. This encourages transfer of skills and learning across different curriculum disciplines. Prep – Year 6 have developed stage –based conceptual inquiry units. In Stage 4 (Years 7 and 8) students have access to subject discipline specialist teachers, with Science and Maths integrated while English and HASS are also integrated. Where possible, links are drawn across the STEM/Humanities traditional curriculum divide. Students in stages 3 and 4 begin to explore a wide elective program, drawn from the Arts, Sport and Design & Technology.

Our students enjoy a strong **Science, Technology, Engineering and Math (STEM) program**. In Stage 6 (Years 11 and 12) this includes a wide variety of subject choices including Mathematics (at several levels), Design & Technology courses, Physics, Chemistry, Biology and a distinctive Agricultural Science program supported by the College Farm.

In Stages 4 and 5 (Years 7-10) electives such as Paddock to Plate, and a STEM intensive, support the inter disciplinary approach to learning. Prep to Stage 3 incorporate STEM into the stage – based inquiry program.

Japanese is the Language Other Than English (LOTE) taught across the College P-8.

Formation is our distinctive Christian Education and Social & Emotional Learning program. Students of all ages are encouraged to master Biblical studies, as well as consider the wisdom the Bible offers in directing how best we should live.

Calvary has an **inclusive education policy** and **Students with Additional Need** are supported by our learning designers who work closely with the Student Development team comprising a Head of Student Growth, a Coordinator and Learning Assistants. Counsellors, Speech therapists, and Chaplains are all part of a collaborative team with other contracted specialists working within the Student Development team as required. We seek to provide students with additional need support where the goal is to enable them to remain included within the classroom environment. The value we place on building in our students the capacity for human interaction means we prioritise the development of personal characteristics and skills that will equip them for a future where essentially human skills will be highly sought after.

Stage-based learning allows for each student to experience learning at their point of need. Students form part of flexible groups to allow them to access the curriculum at their 'stretch point' for learning. Within a stage-based class there is plenty of opportunity for flexible groupings and the College also allows for students to move beyond their stage as the need arises. **Gifted and**



Talented students are catered for in the stage-based model, as well as through the many competitions available for their participation. Learning extension activities both in and beyond the curriculum are built into the experience of each child in response to their learning interests and capacity. The MSS Inquiry afternoon provides opportunity for student directed projects under the supervisors they nominate and overseen by a mentor teacher - rather like a University Honours or Masters project. We are proud that the learning achievement and talents of our students are also often recognised by organisations beyond Calvary in the Arts, and Sport as well as Academics.

SHEEP SHOW TEAM

2023 saw several upgrades to farm infrastructure. The mezzanine level of the shed had an office and stairs added and the remainder of the space was meshed in for safety. The manual roller doors were replaced with motorised ones that make opening and closing them much easier.

A full time Agriculture Assistant was appointed to help improve and grow our offerings and the extra staffing hours on the farm has been a great help.

We ran the Drought Angels Quiz Night and Lamb cuddles events as part of our community engagement. We also introduced evening farm tours for new and prospective families to come and learn about what their child will do on the farm. These were very successful and will be held again in the future.

The Show Team continued to have many successes throughout the year and our Junior Ag (JAG) groups in the junior schools are running at capacity.



CREATIVE AND PERFORMING ARTS (CAPA)

The College has a strong cultural life and a commitment to the Creative Arts through curriculum and co-curricular opportunities in Music, Dance, Drama, Art and Creative Industries. Over the year the capacity for students to engage in private instrumental lessons has expanded with attention paid to contemporary as well as more traditional music styles and instrument use. This wide range of opportunities for participation in music has built student enjoyment.

Students in Visual Art were successful in their participation in local exhibitions and competitions. Art Clubs are run on both campuses.

The Junior School CAPA team performed *Chitty Chitty Bang Bang* which was a highlight. The energy, talent and resourcefulness of students delighted audiences. The team involved can be justifiably proud of this success.

The College hosted its Annual Showcase event early in term four which was an evening enjoyed by many.



The CAPA and Events teams collaborated with the community at Real Life Christian Church to present a Carols Evening at the end of term 4. This year the event was held on our oval at the Springwood campus. It was well attended, and it was difficult to distinguish between college and church volunteers in our blended and mutually mission focused community!



SPORT

2023 was a very successful year for Calvary Sport, both in player involvement and in the successes on and off the court/field of play. Our Basketball program has been thriving, with our first Girls' team entering competitions this year, and we continued the development of our Rugby 7's program, partnering with the Redlands Cyclones to assist our staff with training and competitions. Our Futsal, Netball and Volleyball programs have been as popular as usual, and we are beginning to develop larger coaching teams, including not just staff, but parents, alumni and senior students. This is something that we are hoping to build on in the future.

Our aim continues to be inclusive to all students, and to develop the character of our players, so that they can be leaders for the future. We have also stressed the importance of integrity within our programs and players, encouraging them to 'own up' to their own infringements that the officials may not have picked up in games. This is a slight mind-shift for those who play in club and representative competitions, where players generally will be encouraged to 'remain quiet' when an official makes an incorrect call which has advantaged their own team. I am happy to report that we have received many compliments from opposing teams and coaches for the way in which Calvary students and teams play.

Calvary students were involved in competitions run by the Pacific District, the Christian Schools Sports Association, and other organisations relevant to the individual sports. Our staff have also convened many events in these competitions and have hosted 'friendly' competitions and tournaments here at the College. Our students have performed at high levels, both in our teams and as individuals in their chosen sports, with some going on to represent the District, Region and State.





STUDENT OUTCOMES

In 2023 NAPLAN testing moved from May to March and the NAPLAN scale was reset. This means NAPLAN progress for 2021-2023 cannot be measured. The next time NAPLAN progress will be reported on My School is for the years 2023-2025. NAPLAN is not the only benchmark testing used by the College to triangulate student outcomes data and we rigorously monitor data to ensure our students are making the progress we anticipate for the learning programs we design and in which we invest.

Results				
The average NAPLAN score for all students at the school in each domain, compared to the average score of students in Australia for that domain				
Reading				
	Year 3 (2023)	Year 5 (2023)	Year 7 (2023)	Year 9 (2023)
Average Score (School)	411	507	557	572
Average Score (National)	405	496	536	564
Average Score (Similar Background)	422	509	556	574
Writing				
	Year 3 (2023)	Year 5 (2023)	Year 7 (2023)	Year 9 (2023)
Average Score (School)	428	470	535	550
Average Score (National)	416	483	534	567
Average Score (Similar Background)	432	492	549	573
Spelling				
	Year 3 (2023)	Year 5 (2023)	Year 7 (2023)	Year 9 (2023)
Average Score (School)	400	482	553	562
Average Score (National)	404	489	539	568
Average Score (Similar Background)	417	497	554	574
Grammar and Punctuation				
	Year 3 (2023)	Year 5 (2023)	Year 7 (2023)	Year 9 (2023)
Average Score (School)	417	503	557	578
Average Score (National)	411	497	539	557
Average Score (Similar Background)	429	509	559	569
Numeracy				



	Year 3 (2023)	Year 5 (2023)	Year 7 (2023)	Year 9 (2023)
Average Score (School)	399	485	556	577
Average Score (National)	407	488	538	568
Average Score (Similar Background)	421	498	559	578

Year 12 Outcomes ¹

Outcomes for our Year 12 cohort 2023	
Number of students enrolled in the 2023 cohort	48
Number of students awarded a Queensland Certificate of Education (QCE)	46
Number of students awarded a Queensland Certificate of Individual Achievement (QCIA)	0
Number of students awarded an International Baccalaureate Diploma (IBD)	0
Number of students receiving a Senior Statement only	2
Number of students awarded one or more Vocational Education and Training (VET) qualifications	39
Number of students who are completing or completed a School-based Apprenticeship of Traineeship (SAT)	30
Number of students awarded a VET qualification	
Certificate I	0
Certificate II	17
Certificate III	22
Certificate IV	0
Diploma	12
Number of students eligible for an ATAR	31
Percentage of Year 12 students who received an ATAR above 90	26%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	96%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer	100%

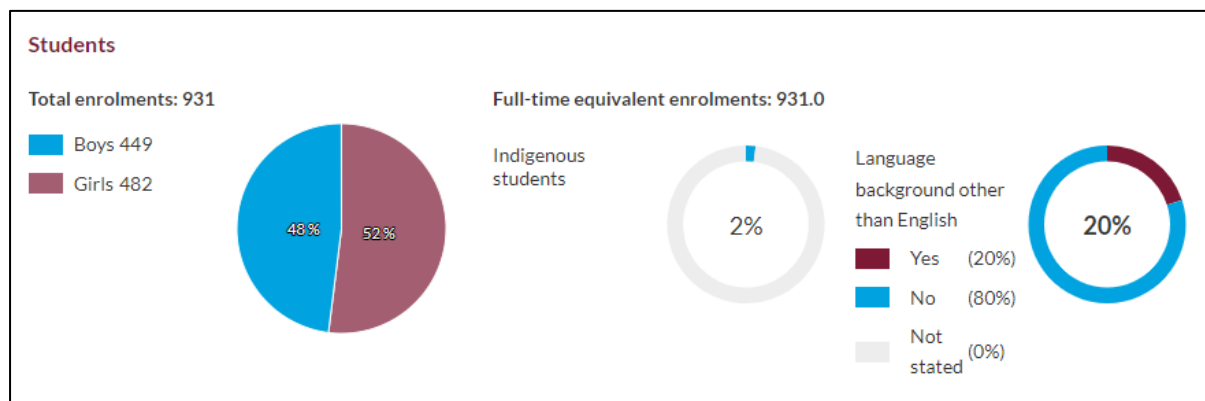
Post-school Destination Information²

At the time of publishing this School Annual Report, the results of the 2023 post-school destinations survey, Next Steps – Student Destination report for the school was not available. Information about these post-school destinations of our students will be uploaded to the school's website in September after release of the information.

¹ Australian Education Regulation 2013 s60 (1)(h)(i)

² Australian Education Regulation 2013 s60 (1)(h)(iii)

CHARACTERISTICS OF THE STUDENT BODY



Social Climate

Both campuses enjoy a positive culture where student voice and choice matters to us, tempered with adult wisdom where necessary. We implement a College wide Responsible Behaviour Plan, encouraging students to make good behavioural choices and holding them accountable for poor choices.

The College manages its zero tolerance of bullying by following up all reported incidents. Students have access to Stymie, an online anonymous reporting tool. Chaplains and Counsellors, working alongside all staff help to keep our learning environment safe for students and staff. It is our view and practice that Pastoral Care is the responsibility of all staff and this extends to every encounter with every child.

In response to our experience of the impact of COVID 19 on student wellbeing, the College introduced a Student Development team at the start of 2021, bringing together chaplains, counsellors and those who case manage students with additional need (Learning Development Coordinators) to ensure strong coordination and varied expertise is available to respond to student needs. This initiative has been a worthwhile investment. The College employs a registered psychologist as part of this team.

All staff recognise the need for every child not only to belong but to FEEL connected. In every moment of every day, each encounter serves to build a connected and inclusive community. The College recognises that interpersonal skills will be a distinctive factor in the future success of our students. Growing the whole child, formation of faith and character matters most to us.

**Growing the whole child,
formation of faith and
character matters most to
us.**

Parental Involvement

Parents are invited into active and authentic partnership with College staff and their children. Stakeholders often make reference to belonging to the Calvary family.

Parents are active volunteers who support many College activities across the year, particularly as parent helpers in JS, active supporters of co-curricular activities including CAPA performances, Show Team, sports coaches and team managers, as well as encouraging positive interactions among parent, student and teacher. Several parents are members of the College Council.



Regular weekly communications from the Heads of School keep parents abreast of current operational matters and Principal communications provide insight into the implementation of our vision and mission and provide information on other school wide matters arising from time to time.

The College did not conduct a parent survey in 2023. Parents respond actively on closed internal Facebook groups and feedback is also obtained when we host both formal and informal parent connection sessions. These sessions are organised by staff on the student development team and members of the College Executive team. Some of the feedback received at these sessions is outlined below –

- *Fantastic teachers and learning experiences. Good opportunity for extra-curricular activities and wonderful whole school events.* Dean H –Dad to Ella and Tayah
- *Great education from teachers who genuinely care for the kids hearts and minds.* Sarah T – Mum to Zeke, Dakota and Willa.
- *There are teachers, and then there are teachers, some who fulfil the requirements of the role and some who go above and beyond and invest themselves fully into the students under their care. My child's teacher is a beautiful one, worth their weight in gold.* Springwood Parent of a Prep Teacher.
- *Thank you and your team for another wonderful and fruitful year for our kids and for our community as a whole. Every term has its own kind of busyness, but it always concluded on a high and our kids showed progress in each term.* Springwood Parent.
- *I personally find the Junior School to be a beautiful community, very welcoming and friendly. The teachers genuinely care for the students, and there is a good selection of clubs and co-curricular activities. I find the communication through the weekly comms to be thorough and I love the photos that we get via the facebook groups. The focus on whole-child development and mental health is popular with all the parents, and it's also nice to see our financial investment being put to use with building upgrades in many areas.* Jen A – Mum to Prep and Stage 2 Students at Carbrook.

The College also engages promptly with parents who express concerns. Usually such engagement has positive outcomes as we seek to ensure that parent expectations and the expectation we have of our staff are carefully balanced as well as remaining realistic. When parents entrust their children to us for education we invite them into a mutual partnership to ensure good education and personal growth outcomes for their children. We are privileged to play a significant part in their children's development. Of note is the significant number of alumni and staff who entrust the College with their children's education.

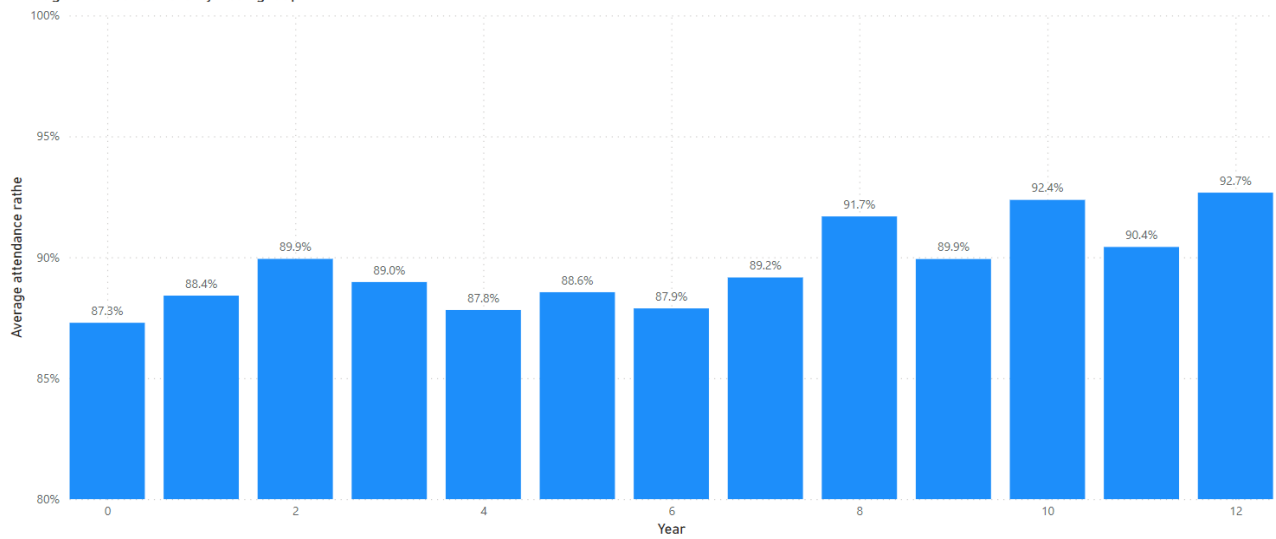
KEY STUDENT OUTCOMES

The College follows up non-attendance. In cases where students are troubled by mental health as well as the understandable challenges of dealing with adolescence, students are connected with College Chaplains and Counsellors. Learning continuity is often achieved through students accessing our digital platforms from home.

In some cases, the data can appear extreme where we have a small sample and at least one student with high absence from illness or extended family holidays.

Student Attendance Data

Average attendance rate by Year group



Student attendance rate	Percent ¹
All students	94%
Indigenous students	90%
Non-Indigenous students	94%

Student attendance level (proportion of students attending 90% or more of the time) ²	Percent ¹
All students	84%
Indigenous students	80%
Non-Indigenous students	84%

¹ When a school's results are unavailable or there are fewer than, or equal to, five Indigenous or non-Indigenous students, a dash '-' will be displayed. This is to protect the privacy of students.

² Student attendance level data were not collected in 2014.

^{NB} School attendance data for 2020 has not been published due to inconsistencies in the data as a result of the varying health advice and schooling arrangements across the country in response to the COVID-19 pandemic.

^{NB} Data presented on this page should be read in conjunction with the school attendance caveats provided by each state and territory.



FUNDING INFORMATION

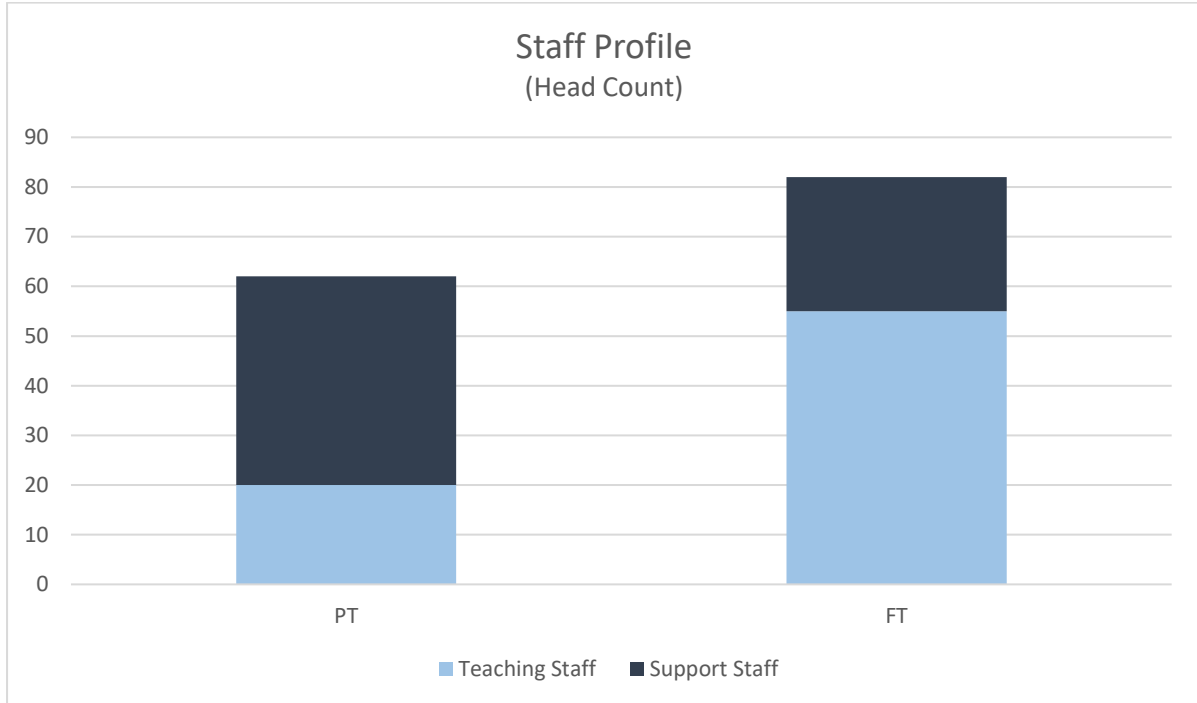
College income broken down by funding source

Net recurrent income	\$ Total	\$ per Student (Average)
Australian Government recurrent funding	\$10,195,252	\$11,010
State/territory Government recurring funding	\$2,740,720	\$2,960
Fees, charges and parent contributions (Average)*	\$7,036,173	\$7,598
Other private sources	\$514,449	\$556
Total net recurrent income	\$20,486,594	\$22,124
Capital Expenditure	\$ Total	\$ per Student (Average)
Australian Government Capital Expenditure	\$0	\$0
State / Territory government capital expenditure	0	\$221
New School Loans	\$0	\$0
Income allocated to Current Capital Expenditure	\$0	\$0
Other	\$2,325,112	\$2,511
Total capital expenditure	\$2,325,112	\$2,511

* Parent contribution is by stage and fees vary by year/stage. The range for 2023 was \$6,560 per annum for Prep and \$11,110 per annum for Year 12.

STAFFING INFORMATION

Staff Profile (Head Count)



At the start of 2023 the College employed 67 FTE Teaching Staff and 44.66 FTE of Support Staff. During 2023 3 Teachers and 2 Support Staff became permanent employees.

The College enjoyed 90% staff retention. This is a reflection of the good culture and working conditions of the College.

We strive to create an inclusive work environment, with particular attention to gender balance and the inclusion of Indigenous people.

Professional Development

As a College who take pride in our responsiveness to current research, we act on what research tells us about effective professional learning. The best professional learning is role embedded. We achieve this through many strategies. Among these are:

- Embedding action research in the way we work
- Participating in research projects in partnership with Independent Schools Queensland (ISQ)
- Providing a digital research data base for all staff to access
- Holding regular briefings where staff share the progress in their action research triads and the implementation of their learning in their daily work
- Tailored professional development sessions run in-house drawing on the expertise of our staff as well as invited guest presenters
- Networking with educators beyond our College staff
- Mentoring and coaching relationships are encouraged
- Voluntary after school sessions are held where leadership and the strategic direction of the College are discussed.
- Several staff members are engaged in further tertiary study

