



2025 ANNUAL REPORT

Calvary Christian College

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Prep – Year 12

Co-Educational Independent School

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 2025 were as follows -

Kevin Yearbury (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

Since its establishment in 1984 as a ministry of the then Logan Uniting (now Real Life Christian) Church, Calvary Christian College has operated as one of several schools administered by the Uniting Church Queensland Property Trust.

In March 2025 College Council received advice the Synod Standing Committee of the Uniting Church Queensland had approved Calvary initiating processes to establish itself as a standalone Not for Profit Company.

While there would be little discernible difference evident to the families, students and staff who make up the College community, the Council believed there were benefits to be derived from Calvary establishing itself as an incorporated Not for Profit Company.

Most importantly Council views incorporation as providing greater assuredness as the sustainability of the distinctive Calvary brand in the coming years. Calvary Christian College is unique amongst Uniting Church Schools in that it is a ministry of the congregation of Real Life Christian Church. The purpose for which the College was established remains as relevant today as it did when first envisioned by the then Logan Uniting congregation over 42 years ago. That being to offer those who seek meaning and purpose in life the opportunity to step into a faith journey through a values-based education experience where they encounter God's grace through exposure to Christian witness as a lived experience, and to move more deeply into a life transformation relationship with Jesus. The constitution of the new company recognises the connection between the Real Life Christian Church and the College and provides for this to be maintained. This ensures the purpose for which the congregation established Calvary will continue as the bedrock element in the governance of and future planning for the College.

A second benefit to come from Incorporation has to do with the prospect of a greater proportion of College resources being available for facilities and programs due to administrative efficiencies. The current arrangement requires the Uniting Church Queensland Property Trust as the administering authority to report College compliance in relation to a broad range of regulatory requirements. This results in considerable double handling of information as the reports prepared by the College are sent to the Property Trust for forwarding to the requisite Government agencies. The elimination of this duplication should free up resources that can be redeployed into the College itself.

The College currently employs over 150 professionals who provide a full suite educational experience to nearly 1000 students. It has an annual turnover of nearly \$24m.

Moving to establish Calvary as Not for Profit Company therefore requires the building of the institutional infrastructure for a substantial business. This involves the development of a Constitution, registration with business and educational regulators, and the development of a relationship protocol with Uniting Church Queensland with which the College remains affiliated, through Real Life Christian Church.

The considerable body of work required to progress all these matters has been the primary focus of College Council over the last twelve (12) months. This has necessarily involved the review of the governance framework to ensure it is appropriate and fit for the purposes of the newly incorporated company.

The College Council expresses its thanks to the Principal and CEO along with the Executive Leadership Team for their considerable contribution to this work. Council also acknowledges with appreciation the support it has received from the Moderator and General Secretary of the Uniting Church Queensland and for the assistance provided by executives in the Synod Office. The support received from the Real Life Christian Church Council is also gratefully acknowledged.

The present timetable anticipates the registration of the company Calvary Christian College Ltd to be effected in coming months and other authorities obtained in time for it to commence as a business in its own right on 1 January 2027.

Notwithstanding the focus given to this very important and once in a generation opportunity for Calvary, the day-to-day functioning of the College in delivering education to our nearly 1000 students continued unabated. College Council expresses its appreciation to the teachers who provide the exceptional learning experienced by our students and foster the many co-curricular opportunities they have available to them. Also acknowledged with thanks is the work of all those staff who contribute to student wellbeing, their formation and the nurturing of their authentic discipleship, as well as those who support the operations of our two campuses on a daily basis, attend to the demands of governance, manage the administration of the business, and look after the maintenance of our grounds and facilities all of which sustain the vibrant community for which Calvary is renowned.

Finally, I express my appreciation to each Councillor for the many hours they spend on a voluntary basis in fulfilling their responsibilities with diligence, discernment and with an extraordinary commitment to the success of the College.

In His service,
 Kevin Yearbury
 Chair
 College Council

COLLEGE COUNCIL MEMBERS 2025

Name	Representation	Committee
Kevin Yearbury	RLCC Nominee	Chair – College Council
Andrew Ballantyne	Parent Nominee	Audit, Risk and Compliance Committee Strategy, Service and Performance Committee
Adam Barke	RLCC Nominee	Chair - Audit, Risk and Compliance Committee
Jasmine Florey	RLCC Nominee	Chair - Strategy, Service and Performance Committee Deputy Chair
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
Craig Schmidt	Synod Nominee	Audit, Risk and Compliance Committee Asset Management and Facilities Development Committee
Brett Spitz	RLCC Nominee	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

2025 has been a year where it could look like many things 'just fell into place'. It was a year where the fruit of intentional work, crafted patiently over a number of years came to fruition.

The intentional work done over the past few years in learning more about the growth of the whole child, recognising that this applies to a lifetime of growth and development for all people, and applying our deeper knowledge and growing wisdom to Calvary's teaching and learning model has reached a point where we can confidently say Calvary 'grows the whole child through a stage-based learning model' that seeks to draw together parents, staff and the young people themselves in designing, implementing and monitoring their growth goals.

It is difficult to describe briefly the outcome of a highly collaborative team working with a strong focus and in an integrated way. Our staff have succeeded in providing a seamless, powerful growth experience for students on their P-12 journey at Calvary. Of course, there are challenges along the journey of growth for all of us, and I am particularly proud of the way the Calvary community shows the courage and care for one another to tackle the difficult moments and find our way to the deeply vibrant, authentic faith community experience we hold in our vision for Calvary Christian College.

This year we have continued our work to renew facilities (both grounds and buildings) in ways that support our vision for what matters most in education. While the damage from Cyclone Alfred shifted the priorities of some of our plans for 2025, as I look back at what has been achieved this year, I can see how what may appear calamitous to us can actually help propel us more swiftly into the refreshed Calvary we earnestly desire. Careful planning has meant we could act rather than react as we know what the 'dream' looks like.

Projects begun a few years ago like our support of Compassion where each year group sponsors a child in the Iloilo area on the Philippines, and our support of Farm Angels as our national service project, have taken leaps forward as this year the College partnered with Real Life Christian Church to bring about a very successful trip to the Philippines where four of our students met the children sponsored by the College.



This helps make the project real to all in our community. The Year 9 service trip to Chinchilla, Queensland headquarters of Farm Angels began three years ago with a somewhat reluctant and skeptical cohort who set out for a week of tent camping and service in late term 3. Only three years later, this trip has become a highlight on the calendar for our Year 9 students and the positive impact of the trip on them is undeniable.

And, of course, Calvary is still Calvary with our students participating in and achieving remarkable outcomes across sport, music, the agriculture (farm) program as well as the extensive co-curricular program. There is something for everyone at Calvary and we encourage our students to find their place through participation in the widely varied program, find their tribe through the opportunities to build deepening friendships, and to find what makes them the unique beings God created them to be.

None of this is possible without the commitment of a talented and (almost) tireless staff team led by the College Executive and the support of the College Council whose often invisible work secures the support structure and direction of the business and culture.

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 Years 3 to 12.

The College’s curricular program continues to offer students with opportunities to experience a wide variety of pathway options that cater to student interest and need. In Stage 4, students have opportunities to experience the Middle School electives and to start considering what options are available to them in the future. In Stage 5, students begin to make their own choices about elective subjects and reflect on what subjects will suit their senior pathways. In Stage 6, students have a range of academic subjects and VET pathways they can pursue as they prepare for life after school.

Our co-curricular program continues to play a vital role in shaping well-rounded, service-minded young people within the Middle & Senior School (MSS). In 2025, we focused on embedding Service Learning as a key pillar of personal development. The flagship expression of this initiative is the annual Year 9 Service Trip to Chinchilla, where students engage meaningfully with rural communities and develop a deeper understanding of contribution beyond self. This concept continues to be reinforced by student-led fundraising and service events across the College, including the Stage 4 Walk to Water, the Bush Dance coordinated by our Year 11 cohort, and the Father’s Day Amazing Race organised by our Year 10 students.

Service Learning was modelled and experienced in Formation lessons as Stage 4 students supported younger grades as reading buddies. Many MSS students continue to contribute to the Junior School by coaching sporting teams, generously sharing their expertise. In addition, 2025 marked our first mission trip to the Philippines since 2019, with four MSS students joining a team travelling with Compassion International. These opportunities collectively reflect our commitment to developing character, leadership, and a heart for service beyond the classroom.

The Junior School (JS) campuses place a strong emphasis on nurturing leadership through authentic and age-appropriate opportunities. Our stage - based model naturally encourages students to see themselves as leaders and role models. Student leaders actively contribute to the life of the school through service, collaboration, and initiative as they play an important role in building a strong sense of community. Junior School student leaders support and lead a range of events, including chapel and assembly services, playground pals, co-curricular clubs, and special events held throughout the year such as Carnivals, Book Drop Off and Grandparents Day. Throughout 2025, students initiated and led a number of projects, reflecting a growing confidence in their leadership capacity and their ability to positively influence others for the good of the school 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. The College has developed a system of reporting against learning habits that include personal management skills such as Planning and Organisation, cognitive skills such as Critical and Creative thinking and dispositional skills that speak to character development such as Resilience and Resourcefulness. Students self-report and their teachers also report. The comparison of outcome can lead to deep conversations among parents their children and teachers about learning and what effective learning looks like. The 'Learning to Learn' project continues as a high priority informing teaching and learning across the College. The focus on developing learning habits is now embedded in the daily delivery of curriculum, whatever form this may take. This is one of the ways the College seeks to deliver a research-informed and evidence-based learning model. 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. Linger longer in any learning environment at calvary and it does not take long for an observer to hear or see emphasis on the skills that matter more than student grades alone. All in our Calvary community know that at Calvary, skills development matters more than merely focusing on high academic achievement or mastery of curriculum content.

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. Students often express appreciation of having a native Japanese speaker as their teacher and they enjoy the rich immersion in Japanese culture that accompanies their lessons.

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.

In a world increasingly dominated by AI, Calvary staff intentionally focus on the character virtues framework that will support our students to be ethical and discerning users of AI. We remain convinced that understanding what it is to be truly human remains the foundation of a flourishing future for our students.

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 skilled case managers 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 that **for all students** 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 choice and voice in the learning process where students select a skill-based workshop to develop a passion area. 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.



CALVARY AGRICULTURE

2025 was another year where the resilience of our agriculture team was stretched with the arrival of Cyclone Alfred. While the floodwaters only reached knee high across the farm and oval, we needed to cut the wire on our western paddocks to protect the fence posts. However, in true Ag style, we soon had things repaired and the farm back in action. Our Junior School co-curricular offerings of Junior Ag (JAG) and Paddock to Plate Jnr are running at capacity. We also started offering Paddock to Plate Jnr at our Springwood Campus in Term 4 which was a huge success and will continue into 2026. This year we ran eight childcare sessions both onsite and in centres each week. Our Show Team had several substantial wins in the show ring this year and our students continue to excel in showing and judging. Our parent body continues to be a valued support of the Calvary Agriculture programs and help us to keep this unique learning space a point of difference for the College.



CREATIVE AND PERFORMING ARTS (CAPA)

The College has a strong cultural life and a deep commitment to the Creative and Performing Arts through both curriculum and co-curricular opportunities in Music, Dance, Drama, Visual Art and Creative Industries. Over the year, the capacity for students to engage in private instrumental lessons has continued to expand, with intentional growth in both contemporary and traditional music styles and instrument offerings. This breadth of opportunity has strengthened student participation and enjoyment, enriching the musical life of the College.

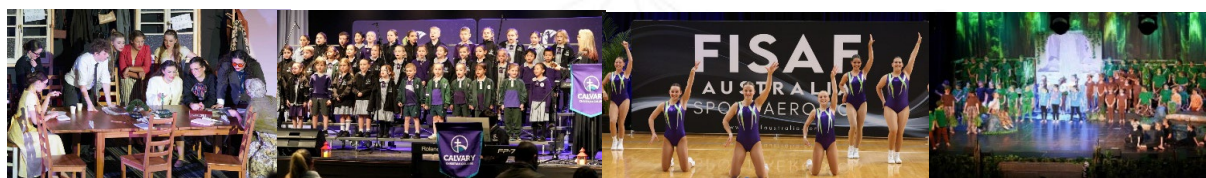


The College hosted its Annual Showcase event, which this year embraced the theme *After Dark*. The evening celebrated the rich diversity of the performing arts through pieces inspired by a range of performance venues and settings around the Brisbane area, with students bringing these to life through creative and engaging performances.

Students in Visual Art achieved success through their participation in local exhibitions and competitions, while Art co-curricular clubs continue to provide creative outlets for students across both campuses.

A particular highlight of the year was the success of our Junior School musical production of *The Jungle Book*. This vibrant performance showcased the confidence, creativity and collaboration of our younger students, and was a joy for the community to experience.

Beyond the performing arts, students involved in our Sports Aerobics teams demonstrated excellence in achieving outstanding success at a national level. Their dedication, discipline and teamwork were reflected in their impressive results, bringing great pride to the College community.



SPORT

2025 was a very successful year for Calvary Sport, with individual and team successes, but more importantly with a great team of coaches and leaders guiding and developing our young players. Our Basketball, Futsal, Netball and Volleyball programs have been as popular as usual, and this year we introduced Touch Football as a viable option for students, which proved popular thanks to enthusiastic staff. Our coaching teams were once again a highlight, with dedicated staff, parents, and alumni, as well as a significant number of senior students stepping up to lead our younger teams.



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 stressed the importance of integrity and commitment within our programs and players, with our players devising and implementing team and program expectations. 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

The table below shows the average student results in NAPLAN at this school for the selected year.

The margin of error is in brackets, highlighting a 90 percent level of confidence.

Highlighted cells are in comparison to students with national averages (same/above), while bolded cells are in comparison to students with a similar background.

Results Participation Rate: 95%				
Reading				
Year Level	Year 3	Year 5	Year 7	Year 9
Average Score (School)	401 (386-416)	504 (490-517)	563 (550-577)	605 (590-621)
Average Score (Similar Background)	413	508	554	595
Average Score (National)	402	492	538	568
Writing				
Year Level	Year 3	Year 5	Year 7	Year 9
Average Score (School)	413 (400-426)	480 (467-492)	542 (526-557)	603 (582-623)
Average Score (Similar Background)	424	493	551	602
Average Score (National)	414	480	538	575
Spelling				
Year Level	Year 3	Year 5	Year 7	Year 9
Average Score (School)	401 (387-415)	490 (478-502)	545 (531-559)	586 (569-603)
Average Score (Similar Background)	414	499	551	587
Average Score (National)	405	487	542	569
Grammar and Punctuation				
Year Level	Year 3	Year 5	Year 7	Year 9
Average Score (School)	405 (388-421)	519 (504-533)	549 (533-564)	614 (596-631)
Average Score (Similar Background)	422	516	555	593
Average Score (National)	408	497	539	559
Numeracy				
Year Level	Year 3	Year 5	Year 7	Year 9
Average Score (School)	413 (400-426)	512 (500-524)	556 (542-569)	603 (588-617)
Average Score (Similar Background)	416	508	560	600
Average Score (National)	405	492	545	573

Year 12 Outcomes¹

Outcomes for our Year 12 cohort 2025	
Number of students enrolled in the 2025 cohort	37
Number of students awarded a Queensland Certificate of Education (QCE)	37 (100%)
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	0
Number of students awarded one or more Vocational Education and Training (VET) qualifications	16
Number of students who are completing or completed a School-based Apprenticeship of Traineeship (SAT)	17
Number of students awarded a VET qualification	
Certificate I	0
Certificate II	6
Certificate III	11
Certificate IV	0
Diploma	2
Number of students eligible for an ATAR	29
Number of students who reported their ATAR for percentages below	
90s	30%
80s	40%
70s	15%
60s	15%
50s	10%
Highest ATAR	98.70
Average ATAR	82.66
Number of students who applied for Queensland Tertiary Admittance.	20
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 2025 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



Source: <https://myschool.edu.au/school/48043>

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.

Since 2024 the College has promoted the work of psychologist Judith Locke and her colleague Danielle Einstein. Along with other eminent psychologists, social scientists and educators (including those of international renown) their work promotes the value of human skills development. Across 2025 we were determined to hold our students to high expectations always balanced with appropriate support. This balance requires wisdom and discernment from our staff and professional development opportunities for staff have held this in focus in both 2024 and 2025.

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

The work of Locke and Einstein has helped us partner even more deeply with parents in the growth and formation of the whole child and this benefit is being felt in our student body. 2025 NCLS MSS data reflects improvement in the decreasing stress levels and increasing happiness self-reported by our students. Both these metrics exceed benchmark recorded in national and international education contexts. Data is monitored across the College relating to interventions in place to ensure a safe and happy learning environment for each child.

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.



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.

Parent engagement continued to be a strong focus throughout the year, highlighted by the opportunity to host renowned psychologist Judith Locke. Judith partnered with the College to present to parents on the important topic of building resilience in children, with sessions that were both practical and highly engaging. Parent feedback reflected a strong level of interest and appreciation for the insights shared.

This engagement was further supported through the gifting of Judith's book, *The Bonsai Child*, to all new Prep parents at the beginning of 2025. The book provided a valuable resource to reinforce key messages around independence and resilience in children.

The strong attendance and enthusiasm for these sessions were, in part, built upon the curiosity sparked during transition-to-Prep workshops held at the end of 2024. These sessions, led by our College Counselling team, introduced parents to key themes around supporting children's wellbeing and development, creating a meaningful foundation for ongoing partnership between home and school.

Parent involvement in the life of the College has remained a significant strength. Families actively participated in community events such as the Bush Dance and Pizza and Movie Night, contributing to a strong sense of connection and belonging. In addition, parents generously gave their time to support Show Team, Performing Arts events, and Sports carnivals and training. This spirit of partnership continues to enrich the student experience and reflects the strength of the College community.

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.

At the College we value continuous feedback. Parent feedback is gathered in every encounter where the satisfaction of parents can be assessed. Parent accolades, concerns and complaints, enrolment and exit interviews as well as incidental conversations and email communications are all rich sources of feedback. The Principal and CEO hosts an annual event (morning and evening sessions on each campus) where parents are invited to engage in informal conversation about their hopes, dreams and concerns. The voice of parents is heard across a wide variety of contexts, and their feedback is considered in the regular review of policies and processes.

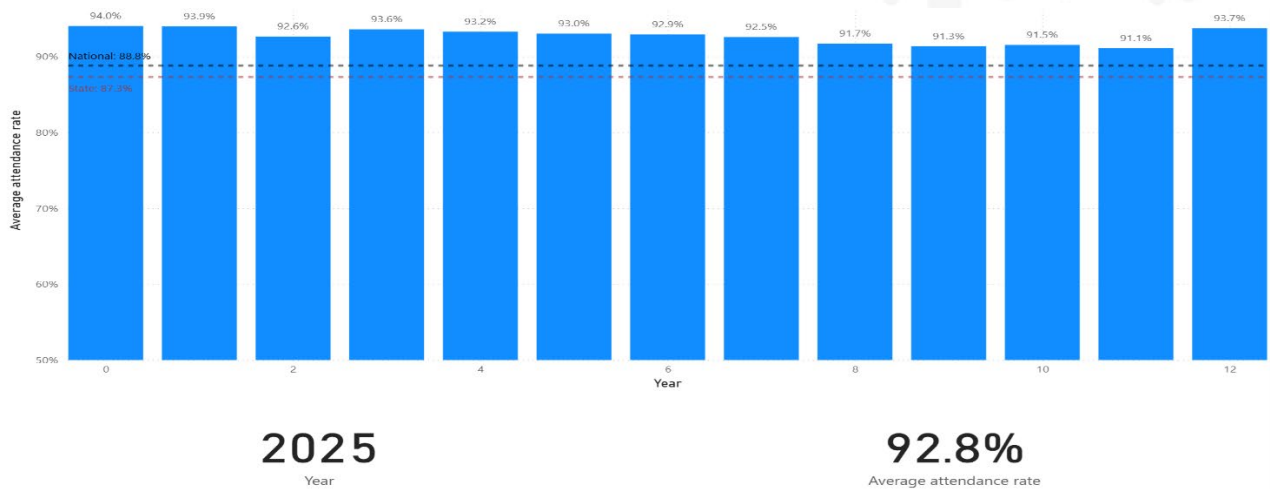
The College engages promptly with parents who express concerns. Usually, such engagement has positive outcomes as we seek to ensure that parent expectations and the expectation we have of our staff are carefully balanced as well as remaining realistic. When parents entrust their children to us for education, 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 temporarily 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 - Chart is 2025 data



2025 Data below....

Student attendance rate	Percent ¹
All students	92%
Indigenous students	89%
Non-Indigenous students	92%

Student attendance level (proportion of students attending 90% or more of the time) ²	Percent ¹
All students	72%
Indigenous students	50%
Non-Indigenous students	72%

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.

Source: <https://myschool.edu.au/school/48043/attendance>

FUNDING INFORMATION

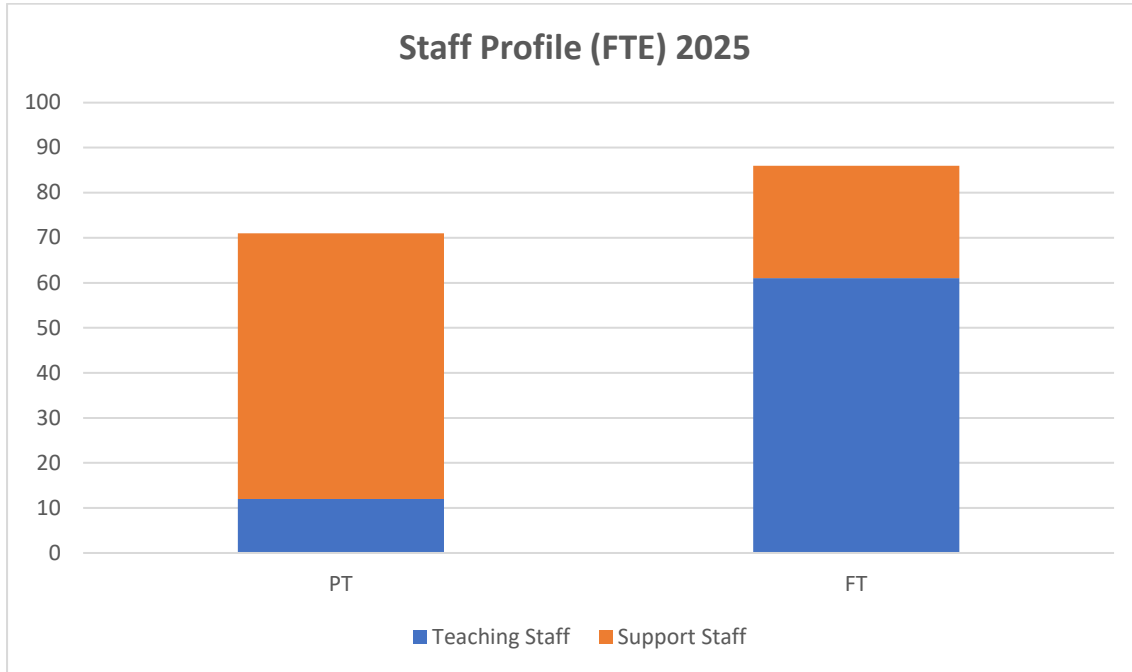
The table below reflects the College income broken down by funding source -

Net recurrent income	\$ Total	\$ per Student (Average)
Australian Government recurrent funding	\$10,957,671	\$11,510
State/territory Government recurring funding	\$2,591,979	\$2,722
Fees, charges and parent contributions (Average)*	\$7,887,505	\$8,285
Other private sources	\$2,256,005	\$2,369
Total net recurrent income	\$23,693,160	\$24,887
Capital Expenditure	\$ Total	\$ per Student (Average)
Australian Government Capital Expenditure	\$0	\$0
State / Territory government capital expenditure	0	\$0
New School Loans	\$0	\$0
Income allocated to Current Capital Expenditure	\$0	\$0
Other	\$2,404,605	\$2,525
Total capital expenditure	\$2,404,605	\$2,525

* Parent contribution is by stage and fees vary by year/stage. The range for 2025 was \$6,900 per annum for Prep and \$11,300 per annum for Year 12.

STAFFING INFORMATION

Staff Profile (Head Count)



At the start of 2025 the College employed 68.2 FTE Teaching Staff and 60.61FTE of Support Staff. During 2025 4 Teachers and 3 Support Officers in contract positions became permanent employees.

The College enjoyed 88% staff retention. The retention rate applies to all staff.

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.

