



## 2024 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 2024 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**

2024 saw Calvary Christian College celebrate its 40<sup>th</sup> anniversary.

Over that 40 years Calvary has evolved so as to remain relevant in a world characterised by continual change.

However, one thing has remained constant: the vision of those who founded the College back in 1984. Its mission, expressed back then as Learning in the Light of Christ, embraced a vision that Calvary would be an exemplar in delivering an education that equipped students for life long success as resilient, resourceful and responsible citizens grounded in an authentic Christian faith.

From that foundation and building upon the efforts, commitment and passion of former and current members of staff, College alumni, our vibrant community and the active and ongoing support of Real Life Christian Church (RLCC) of which the College is a mission that vision continues to this day.

The 40 year celebrations sought to honour this history with:

- College alumni presenting leadership badges to school captains at the start of the year and presenting prestigious awards at end of year ceremonies honouring student learning excellence, achievement and character development.
- Former Council chairs, principals and foundation staff attending a ceremony to bury a time capsule in the grounds of the Springwood campus, and
- Several alumni joining our current students to perform excerpts of music from showcase presented by the college over the years, with Barry Warden the first Head of Performance Music returning to conduct the alumni and student orchestra and the massed ensemble with alumni, working alongside Dr Gary Holley current Head of Calvary Performing Arts (CAPA).

The College commitment to service continues. Initiatives undertaken during 2024 include:

- Local missional endeavour expressed through student groups visiting Yurana and Wirunya residents (-aged care operated by Uniting Care on premises adjacent to the two campuses),
- National mission through our College linking with Farm Angels and including our Year 9 students undertaking a week of service learning at its headquarters in Chinchilla each year,
- International mission with each year group sponsoring a Compassion child of similar age to the cohort in Iloilo, Philippines (a project that supports the mission focus RLCC has with Compassion).

College Council continues to invest in the infrastructure required to position the College for another 40 years of future focused education. Projects this year included:

- The refurbishment of buildings that provide the flexible learning spaces required for Calvary's innovative stage-based learning model.
- Grounds and community space design that allow students to enjoy the natural environment in which the two campuses sit, including areas for social interaction.



- Continual updating of classrooms that appropriately responds to the differing learning needs of students as they journey from Primary to Year 12.

After about two decades of experience with social media and digital devices for learning, research is now emerging of the challenge faced in educating young people how to engage with digital platforms in a safe and responsible manner, and the consequences of precipitous or injudicious use. Consistent with its holistic approach of equipping students for the lifelong success in a rapidly changing world Calvary has developed a distinctive pedagogical model that:

- embraces and applies relevant technological innovations in the delivery of the educational experience,
- equips students to critically evaluate and ethically harness the explosion in knowledge that will emerge from the development of mega computing and artificial intelligence, and
- imbues them with practical life skills including continuous self-directed learning so they are able to succeed in a world that will require them to continually evaluate and adapt to emerging technologies. This involves teaching students how to consciously discern how and when AI can be used as a research and enquiry tool, and to critically evaluate the validity of any content provided in the use of AI. An example of this approach is to ask questions of the students that AI cannot answer properly as a practical means of teaching students how to critique information and determine its validity.

In a world that imposes increasing demands on our teachers, Council expresses its appreciation to those who each day, with passion and commitment, seek to nurture the personal development of each student in partnership with parents. Council also acknowledges the leadership of Mrs Gostelow, and the continuing work of the College executive leadership team designed to achieve coherence in the delivery of the Calvary experience across the two campuses and all year levels. The contribution of our administrative staff and those who care for our property as well as those in support roles (including counsellors, chaplains and pastoral care), is also acknowledged with appreciation.

I would like to recognise the contribution of Kevin Gordon during his term as Chair of College Council from 2019 -2024. His leadership of the College Community and its governance over this five year period is acknowledged with appreciation.

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

Kevin Yearbury  
Chair  
College Council



**College Council Members**

Name	Representation	Committee
Kevin Yearbury	RLCC Nominee	<b>Chair</b> – 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	<b>Chair</b> - 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
Craig Schmidt	Synod Nominee	Audit, Risk and Compliance Committee Asset Management and Facilities Development Committee
Brett Spitz	RLCC Nominee	<b>Chair</b> - Audit, Risk and Compliance Committee Strategy, Service and Performance Committee
Brandon Tanner	RLCC Nominee	<b>Chair</b> - Asset Management and Facilities Development Committee Strategy, Service and Performance Committee



## **PRINCIPAL'S OVERVIEW**

When I reflect on 2024 – our year of celebrating 40 years since the day LUPS opened doors to students in Springwood, I am aware of the privilege it is to stand on the shoulders of giants.

Across this year many of those giants whose contribution to the Calvary Christian College we know and love today, came to celebratory events and underscored for us the distinctive place our college has in our community.

I have enjoyed many conversations this year with those who shaped Calvary across the decades. What began as a tiny ministry of Real Life Christian Church (then Logan Uniting Church) with two teachers serving a small group of students in 1984, has grown into the two campus P-12

College serving just under 1000 students that we see today and enjoying close connection with our church not only through the chaplaincy program but also through the ongoing support of the congregation for this ministry.

The remarkable thing for me is that despite the many changes you see in buildings and facilities, in former students now returning as parents bringing their children to Calvary, in staff members many of whom began their Calvary journey as children and now return to serve as teachers, learning assistants, and support staff, the heartbeat that is Calvary is discernibly the same. Over four decades many things have changed some more than once! Uniforms, the pedagogical model, our support of student wellbeing and character formation, supporting parents with parenting in a world that changes so radically and rapidly. Just when you think you've figured it out, everything feels different...again. This is the reality of being a research-informed, future- focused College that responds to the data we collect as we monitor outcomes for our students.

What has always mattered most, still matters most: the formation of character and faith. And this is built on the foundation of Exceptional Learning for each child and the Vibrant Community where each can develop a deep sense of belonging.

With a strong proportion of senior students engaging in ATAR focused study plans, Calvary students continue to perform at exceptionally high levels.

A good number of our students select blended pathways, securing a qualification that makes them work ready (such as a certificate III via TAFE) along with an ATAR that secures their university entry. And a remaining third of our seniors are embracing trade skills and pathways where they can explore their chosen vocation, with many completing traineeships and some even beginning apprenticeships.



This year our stage-based learning model took another step forward when we introduced stage 4 (Year 7 and 8 blended classes). We are grateful to our grounds staff for the work done refurbishing the ground floor of the Culbert to accommodate our innovative flexible and agile learning spaces. This work builds on earlier work across the last seven years as we have learned how to take our 35-40 year old buildings and create something new that fits our purpose. Our Springwood Junior school campus has had the advantage of the renovation of several spaces over the past few years and, having seen how well the flexible 'operable walls' work, we have plans in place to continue with this innovation across both campuses.



This Annual report records the strength of our sporting program, visual and performing arts and the college farm. These powerful cocurricular programs work alongside the many clubs and societies enriching students' Calvary experiences.

Without the support of the College Council, the Executive team, and every staff member who stands with me in our endeavour to give each student an education worth having, standing on the shoulders of giants would not avail much. The team with whom I have worked across 2024 has made every day rewarding regardless of the many challenges and successes that have come our way.

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 2024 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. The focus on developing learning habits I now embedded in the daily delivery of curriculum, whatever form this may take. 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 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 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.

### **CALVARY AGRICULTURE**

We continued to build on our agricultural offerings in 2024, with the introduction of two paid external childcare farm visits each week. We also started a trial of a Paddock to Plate Junior co-curricular in Carbrook junior school where students are taught cooking skills using fresh produce from our gardens. This was a huge success and will be rolled again in 2025 to both campuses.

Our evening farm tours continue to be a success and a number of the prospective students who tour are now attending the College and are part of our Show Team.

Junior Ag (JAG) club continues to be a highly sort after club at both campuses and our Show Team continues to go from strength to strength. We won Champion Ram at Ekka 2024 which was a great achievement for a school. Community engagement continues to be our strength and our Show Team parent support group is always on hand to help, as they see the benefits of being in our team has on their own children.

2024 also marked 25 years of Calvary Show Team.



### **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 Middle and Senior School CAPA team performed *Shrek* 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 four which included alumni and former staff and was a retrospective of Showcase past celebrating the College's 40<sup>th</sup> anniversary. The evening was enjoyed by many.

## **SPORT**

2024 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, Futsal, Netball and Volleyball programs have been as popular as usual, and we are beginning to develop larger coaching teams, including not just staff, parents, and alumni, but the number of our senior students who are also coaching (in Futsal and Volleyball in particular) has been a real highlight.

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

The table below shows the average student results 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: 89%				
Reading				
Year Level	Year 3	Year 5	Year 7	Year 9
Average Score (School)	409 (396-423)	492 (478-506)	<b>558</b> <b>(545-572)</b>	<b>598</b> <b>(584-612)</b>
Average Score (Similar Background)	419	504	553	583
Average Score (National)	404	492	535	565
Writing				
Year Level	Year 3	Year 5	Year 7	Year 9
Average Score (School)	419 (408-431)	482 (468-495)	<b>568</b> <b>(552-583)</b>	<b>607</b> <b>(588-625)</b>
Average Score (Similar Background)	428	495	558	594
Average Score (National)	416	485	540	574
Spelling				
Year Level	Year 3	Year 5	Year 7	Year 9
Average Score (School)	386 (374-399)	486 (473-499)	<b>556</b> <b>(542-570)</b>	<b>579</b> <b>(564-594)</b>
Average Score (Similar Background)	411	495	554	578
Average Score (National)	401	486	540	567
Grammar and Punctuation				
Year Level	Year 3	Year 5	Year 7	Year 9
Average Score (School)	400 (386-415)	<b>518</b> <b>(503-533)</b>	552 (537-568)	<b>612</b> <b>(596-628)</b>
Average Score (Similar Background)	424	511	556	579
Average Score (National)	409	498	537	555
Numeracy				
Year Level	Year 3	Year 5	Year 7	Year 9
Average Score (School)	411 (399-423)	<b>502</b> <b>(489-515)</b>	554 (542-567)	<b>602</b> <b>(589-615)</b>
Average Score (Similar Background)	415	501	557	583
Average Score (National)	404	489	540	565



## Year 12 Outcomes<sup>1</sup>

<b>Outcomes for our Year 12 cohort 2024</b>	
Number of students enrolled in the 2024 cohort	45
Number of students awarded a Queensland Certificate of Education (QCE)	45 (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	32
Number of students who are completing or completed a School-based Apprenticeship of Traineeship (SAT)	9
<b>Number of students awarded a VET qualification</b>	
Certificate I	1
Certificate II	13
Certificate III	21
Certificate IV	1
Diploma	6
Number of students eligible for an ATAR	29
<b>Number of students who reported their ATAR for percentages below</b>	
90s	17%
80s	33%
70s	29%
60s	17%
50s	4%
Highest ATAR	98.70
Average ATAR	80.34
Number of students who applied for Queensland Tertiary Admittance.	29
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer	100%

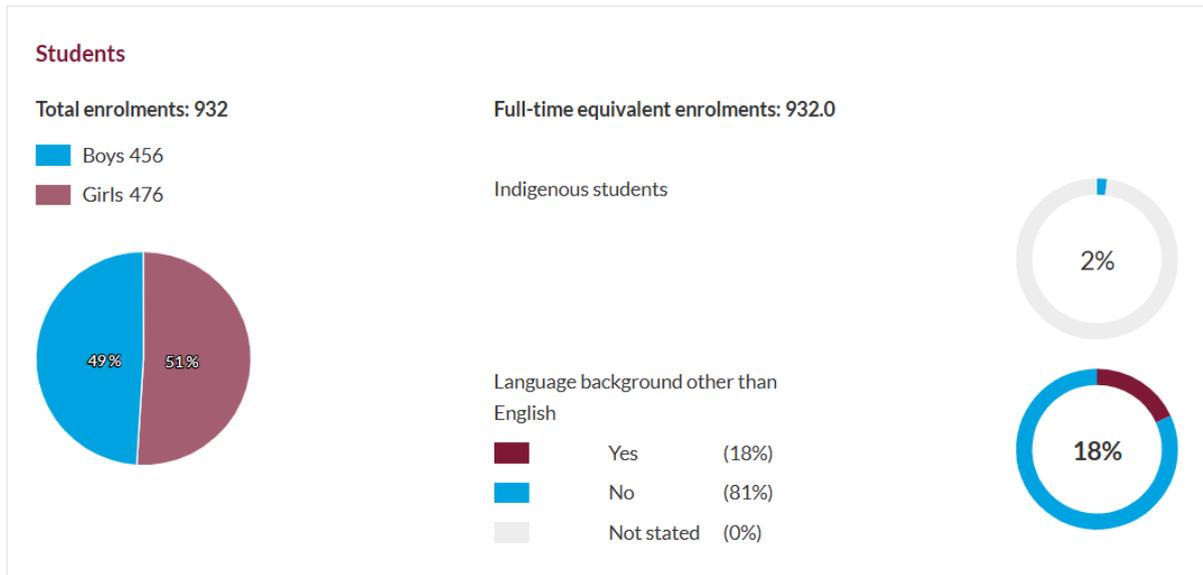
## Post-school Destination Information<sup>2</sup>

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.

<sup>1</sup> Australian Education Regulation 2013 s60 (1)(h)(i)

<sup>2</sup> 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 2024. 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.



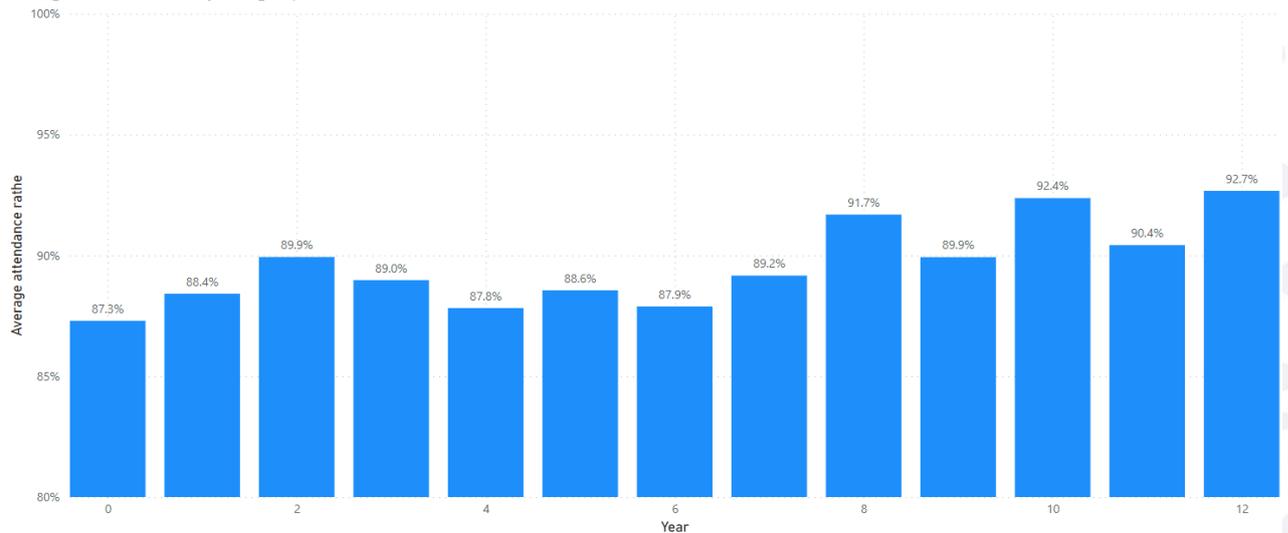
## KEY STUDENT OUTCOMES

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



Reporting period:  Semester 1

Student attendance rate	Percent <sup>1</sup>
All students	93%
Indigenous students	89%
Non-Indigenous students	93%

Student attendance level (proportion of students attending 90% or more of the time) <sup>2</sup>	Percent <sup>1</sup>
All students	78%
Indigenous students	60%
Non-Indigenous students	78%

<sup>1</sup> 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.

<sup>2</sup> Student attendance level data were not collected in 2014.

<sup>NB</sup> 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.

<sup>NB</sup> Data presented on this page should be read in conjunction with the school attendance caveats provided by each state and territory.



## **FUNDING INFORMATION**

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

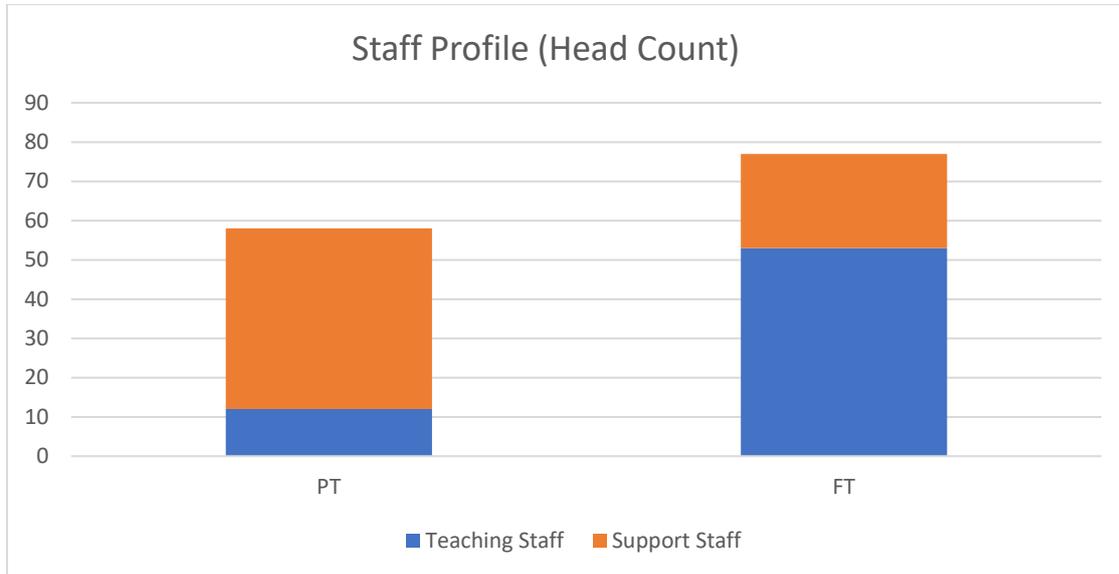
<b>Net recurrent income</b>	<b>\$ Total</b>	<b>\$ per Student (Average)</b>
Australian Government recurrent funding	\$10,529,921	\$11,310
State/territory Government recurring funding	\$2,577,135	\$2,768
Fees, charges and parent contributions (Average)*	\$8,062,748	\$8,660
Other private sources	\$708,443	\$761
<b>Total net recurrent income</b>	<b>\$21,878,247</b>	<b>\$23,500</b>
<b>Capital Expenditure</b>	<b>\$ Total</b>	<b>\$ per Student (Average)</b>
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	\$2,795,314	\$3,002
<b>Total capital expenditure</b>	<b>\$2,795,314</b>	<b>\$3,002</b>

\* Parent contribution is by stage and fees vary by year/stage. The range for 2024 was \$5,800 per annum for Prep and \$10,400 per annum for Year 12.



## STAFFING INFORMATION

### Staff Profile (Head Count)



At the start of 2024 the College employed 65 FTE Teaching Staff and 50.2 FTE of Support Staff. During 2024 6 Teachers in contract positions became permanent employees.

The College enjoyed 84% 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.

