

MASTERY SCHOOLS AUSTRALIA

2025

Annual Report

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School Overview

Mastery Schools Australia (MSA) is an independent specialist school established to provide a high-quality educational alternative for young people who are disengaged from their current schooling environment. Our schools focus on supporting students during the middle years of education, a critical stage where many young people experience challenges with engagement, learning confidence and academic progress.

Since opening our first campus in Queensland in 2021, MSA has continued to expand its reach to support more students who benefit from a structured, supportive and evidence-informed learning environment. In 2025, Mastery Schools Australia operated campuses in 6 Queensland locations, with a new campus approved in Launceston, Tasmania and Sydney Olympic Park, New South Wales scheduled to open in 2026.

Across all campuses, MSA is committed to strengthening students' academic foundations while also developing the resilience, confidence and learning habits needed for long-term success.
Through evidence-based teaching practices, personalised support and high expectations for both students and staff, our schools aim to help students reconnect with education and achieve meaningful academic and personal growth.

MSA MASTERY SCHOOLS AUSTRALIA

MASTERY SCHOOLS AUSTRALIA



Our *Vision*

For all children to reach their full potential academically and socially



Our *Mission*

Providing the highest quality education for all students



Our *Values*

Resilience, Discipline, High Expectations, Personal Responsibility, Evidence Based and Efficiency

Message From The Board of Directors

Scott Whiting



It is my pleasure to present the 2025 Annual Report for Mastery Schools Australia.

Throughout 2025, the Board has remained focused on providing strong governance and strategic oversight to support the continued growth and development of Mastery Schools Australia. A key priority during the year has been ensuring that our schools continue to provide safe, supportive and high-quality learning environments for all students, with a strong emphasis on child safety, student wellbeing and educational excellence.

The Board has remained focused on supporting corporate leadership teams, ensuring effective oversight, and maintaining compliance with Queensland's non-state school accreditation framework and the expectations of the Non-State Schools Accreditation Board (NSSAB). The student growth achieved across our campuses during 2025 reflects the dedication of our staff, the capability of our school leaders, and the strength of the Mastery Schools Australia model.

In addition to overseeing the ongoing quality and compliance of our existing campuses, the Board has also supported another significant year of strategic growth for the organisation. With new campuses approved to open in Tasmania and New South Wales in 2026, Mastery Schools Australia is well positioned to extend its impact and support more students and families in the years ahead.

On behalf of the Board, I would like to acknowledge the commitment and professionalism of the corporate leadership teams, school leaders, educators, support staff and families who contribute so meaningfully to the work of our schools each day. The Board remains committed to ensuring Mastery Schools Australia continues to grow with purpose, uphold the highest standards of child safety and governance, and deliver strong learning outcomes for students across the country.

Scott Whiting

Chairperson

Message From Our Founders

Toni Hatten-Roberts & Michael Roberts





It is a privilege to reflect on another year of growth and development for Mastery Schools Australia.

This year marked an important milestone for the organisation as we recognised five years since the establishment of Mastery Schools Australia. From opening our first campus in 2021 with just 20 students to supporting 961 students across our school communities in 2025, it has been incredibly rewarding to reflect on how far the organisation has come and the positive impact our schools are having on students and families.

Our focus throughout the year has remained clear: ensuring that every campus delivers a consistent, safe and high-quality learning environment for students who benefit from a more structured, supportive and wellbeing-focused approach to education. As the organisation expands, maintaining strong operational foundations, ensuring ongoing compliance with Queensland's non-state school accreditation framework and the expectations of the Non-State Schools Accreditation Board (NSSAB), and upholding student safety across all campuses remains a key priority.

I would like to acknowledge the dedication of our school leaders, educators and support staff across all campuses. Their commitment to supporting students and families is what makes the work of Mastery Schools Australia possible.

We look forward to continuing to build on this progress as we expand our reach and support more students across Australia.

Michael Roberts

Managing Director

At Mastery Schools Australia, our educational approach is grounded in the belief that every student can succeed when provided with the right support, structure and high expectations.

Throughout 2025, we have continued to invest in the development of our educators through structured coaching and professional learning. Led by the Science of Learning Education Centre (SoLEC), this work focuses on strengthening evidence-based teaching practices and ensuring consistency across classrooms. By building the capability of our teachers, we are better able to support students to re-engage with learning, build confidence and achieve meaningful academic growth.

As we continue to grow, we remain committed to delivering consistent, high-quality educational programs that support strong student outcomes and ensure every student is given the opportunity to succeed.

I would like to thank our curriculum teams, school leaders, and educators for their care and dedication in supporting our students and families within our school communities.

Toni Hatten-Roberts

Executive Director of Education

MASTERY SCHOOLS AUSTRALIA

Reconciliation Action Plan

In 2025, Mastery Schools Australia reached an important milestone with the formal launch of its Reconciliation Action Plan (RAP), marking a significant step in strengthening our commitment to creating culturally safe, inclusive and respectful learning environments across all school communities.
The RAP was formally recognised through a dedicated launch event, bringing together staff and members of the school community to acknowledge the importance of reconciliation and our shared responsibility in embedding its principles into everyday practice.

Our RAP was developed by a dedicated working group, and it outlines a series of meaningful actions across the areas of relationships, respect and opportunities. These actions focus on strengthening cultural responsiveness among staff, embedding Aboriginal and Torres Strait Islander perspectives into teaching and learning, and building respectful and ongoing relationships with local communities.
The RAP also supports the continued delivery of high-quality educational experiences by ensuring that teaching practices and school environments reflect and respect the diverse cultural backgrounds of students.

Looking ahead, the implementation of the RAP will play an important role in supporting the organisation's 2026 strategic priorities, including increasing the enrolment, engagement and educational success of Aboriginal and Torres Strait Islander students across our school communities.
Mastery Schools Australia remains committed to continuing this work, recognising that reconciliation is an ongoing journey that requires reflection, learning and meaningful action over time.





Community and Event Highlights

MASTERY SCHOOLS AUSTRALIA



























Students

Enrolment and Attendance Data

In 2025, Mastery Schools Australia supported a total of 961 students across its campuses, with enrolments distributed across Years 4 to 10. The largest student cohorts were in Years 6 and 7, reflecting strong demand for support during the middle years of schooling.

Enrolment numbers varied across campuses, with Springfield, Varsity Lakes and Southport representing the largest school communities. This distribution reflects both campus capacity and local demand across regions.

Enrolment Breakdown:	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Total
Cairns	13	18	13	23	4	19	7	107
Coolangatta	13	18	27	20	16	10	18	122
Mitchelton	20	21	10	13	6	0	0	70
Southport	24	27	40	31	31	25	18	196
Springfield	33	27	58	45	41	27	13	244
Varsity Lakes	18	31	46	28	52	30	17	222
Total	121	142	194	160	160	11	73	961

Average student attendance across campuses ranged from 78% to 87% during the reporting period. These figures reflect the diverse needs of the student cohort, including students who have previously experienced challenges with school engagement and attendance.

School teams continue to implement targeted support strategies, including Attendance Support Plans, to support students in re-engaging with education in a structured way. Strengthening student attendance and engagement will remain an ongoing focus across all campuses in 2026.

Attendance Breakdown:	Percentage (Year to Date 2025)
Cairns	78.12%
Coolangatta	81.43%
Mitchelton	84.47%
Southport	84.15%
Springfield	87.49%
Varsity Lakes	82.21%

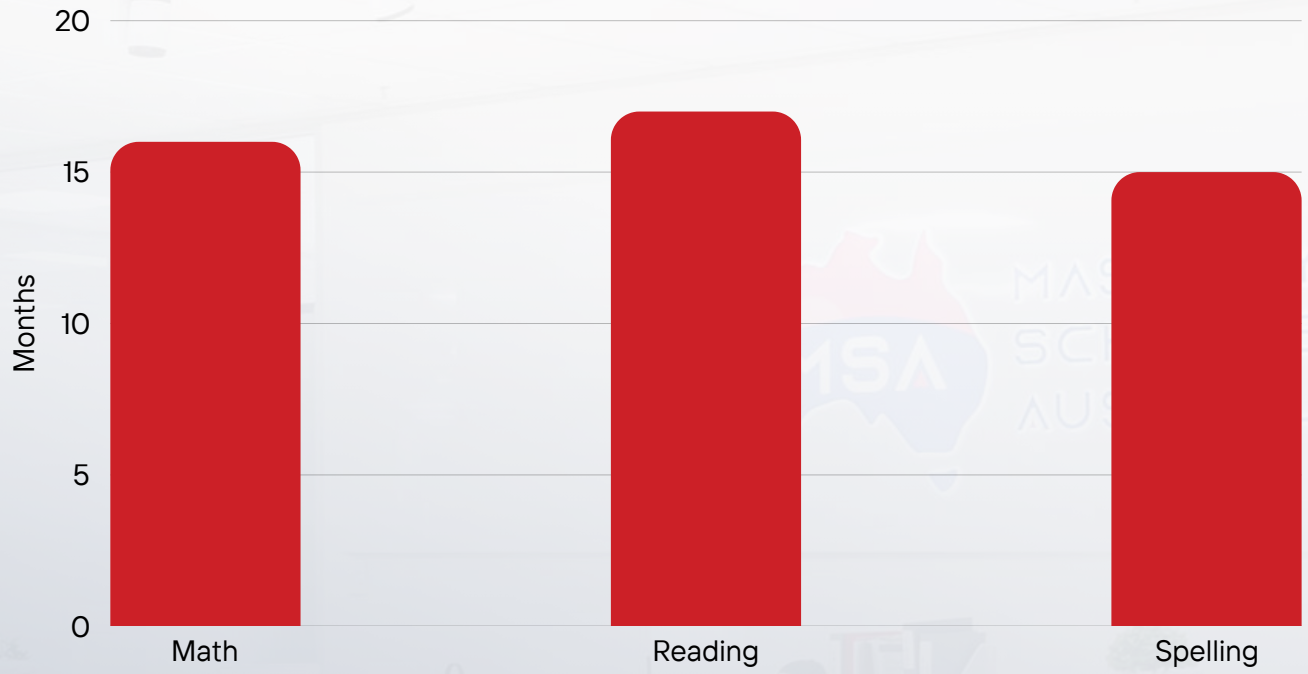
Characteristics of the Student Body

Mastery Schools Australia provides an alternative education pathway for students who struggle academically and need extra support to learn. This could be due to social, emotional or behavioural challenges. The School prides itself on the innovative approach to education, which supports the needs of students with diverse learning difficulties and disabilities.

In 2025, approximately 90% of students were classified as meeting the criteria of Students with a Disability through the Nationally Consistent Collection of Data (NCCD). Students must show a desire to attend MSA at their interview to be granted enrolment. The desire to overcome obstacles to gaining an education is a common characteristic of the student body at MSA.

Approximately 8% of the students in 2025 identified as Aboriginal or Torres Strait Islander.

Student Learning Growth



Legend
Red - Student Growth (12-month equivalent)

Student Learning Outcomes

Throughout 2025, students across Mastery Schools Australia demonstrated strong progress in core academic areas including mathematics, reading and spelling.

Standardised assessment data indicates that, on average, students achieved approximately **15–17 months of learning growth within a 12-month period**. This level of progress reflects accelerated learning when compared with typical age-expected development.

In addition to improvements in age-equivalent scores, students also demonstrated positive movement relative to same-age peers. Standard score improvements across all assessed areas indicate that many students are gradually closing gaps in achievement while strengthening their core academic skills.

These results are based on nationally norm-referenced assessments and reflect average testing intervals of approximately **eight to nine months** between assessment points. Results have been annualised to allow fair comparison of student growth across different testing periods.

Note on assessment data:
Student growth data is derived from standardised, norm-referenced assessments in mathematics (KeyMath-3), reading (TOWRE-2) and spelling (TWS). Age-equivalent growth reflects the change in learning level between testing points, while normalised growth adjusts results to a 12-month rate to allow fair comparison where test intervals differ.

Staffing Overview

Mastery Schools Australia is committed to maintaining a highly qualified and capable workforce to support student learning and wellbeing. All teaching staff hold current Queensland College of Teachers registrations and participate in ongoing professional development aligned with school priorities. Non-teaching staff are also appropriately qualified for their roles, hold relevant Blue Card clearances, and participate in professional development relevant to their responsibilities.

Number of Staff	Attendance Rate
477	93%

Staff Qualifications

Staff qualifications reflect a diverse and experienced workforce, with a range of formal qualifications supporting teaching and operational roles across the organisation.

Qualification	Percentage
Doctorate	0%
Masters Degree	7.3%
Bachelor Degree	31.9%
Diploma	14.7%
Certificate	46.1%
Total	100%

Professional Learning and Teacher Development

Mastery Schools Australia places a strong emphasis on the development of its educators, recognising that high-quality teaching is the most significant driver of improved student outcomes.

In 2025, MSA invested $3.7 million in staff professional learning and development. This reflects a deliberate and sustained focus on building teacher capability through structured, ongoing and evidence-based training.

Unlike many schools, where professional development is delivered externally on an ad hoc basis, MSA delivers the majority of its training internally through the Science of Learning Education Centre (SoLEC). SoLEC is an in-house professional learning program designed specifically for MSA's teaching model, grounded in the Science of Learning and a structured, explicit approach to teaching. This ensures professional learning is consistent, practical and directly aligned to the needs of students.

Through SoLEC, educators participate in regular training focused on evidence-based practices, including the Science of Learning and Direct Instruction. These sessions are led by the Executive Director of Education and experienced Executive Teachers, with staff coming together across campuses to participate in shared professional learning throughout the year. This approach supports consistency in teaching practice while strengthening collaboration across the organisation.

MSA also invests in the development of its instructional leaders. Instructional coaches and executive teaching staff undertake advanced training, including international programs such as those delivered by the National Institute for Direct Instruction (NIFDI). This expertise is then embedded across all campuses, ensuring strong alignment between training, coaching and classroom practice.

This internal approach to professional learning ensures training is continuous, practical and closely connected to day-to-day teaching. It also enables MSA to maintain consistency across campuses while remaining responsive to the needs of individual students and school communities.

The impact of this investment is reflected in the quality of teaching across the organisation and the strong student growth demonstrated across campuses. By developing highly skilled educators, MSA continues to deliver structured, supportive and high-impact learning environments that strengthen student engagement, confidence and academic success.

Governance and Compliance

Mastery Schools Australia is committed to maintaining strong governance, regulatory compliance, and high standards of accountability across the organisation.

Throughout 2025, Mastery Schools Australia operated in accordance with the legislative and regulatory requirements of Queensland, including the expectations of the Non-State Schools Accreditation Board (NSSAB). The organisation supports the implementation of robust governance frameworks, policies and operational procedures designed to ensure effective oversight and responsible financial management.

The expansion of the Mastery Schools Australia corporate team during the year enabled further refinement of the organisation's governance and compliance frameworks. This has supported a stronger focus on enhancing policies, strengthening oversight processes and ensuring consistent operational standards across schools.

Work also commenced on the development of a national Child Safety Framework and a national Compliance Framework to further support governance, accountability and best practice across the Mastery Schools network. These frameworks will be progressively implemented during 2026.

Mastery Schools Australia remains firmly committed to promoting and maintaining a strong culture of child safety across all school communities. Policies, procedures and training programs are implemented to ensure that child safety remains a central priority in all areas of school operations.

The organisation maintains a comprehensive suite of policies and procedures that support regulatory compliance, operational governance, financial management and the delivery of high-quality educational environments. These policies are regularly reviewed to ensure they remain aligned with current legislative requirements and best practice.

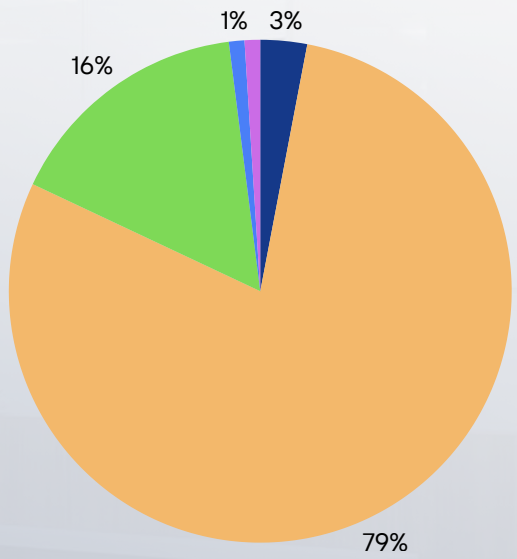
The Board remains committed to maintaining strong governance and compliance frameworks that support the continued growth and development of Mastery Schools Australia.

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Financial Summary

Mastery Schools Australia recorded total income of $37.7 million in 2025, with the majority of funding derived from Commonwealth recurrent funding (79%), supplemented by Queensland Government funding (16%) and school levies (3%).

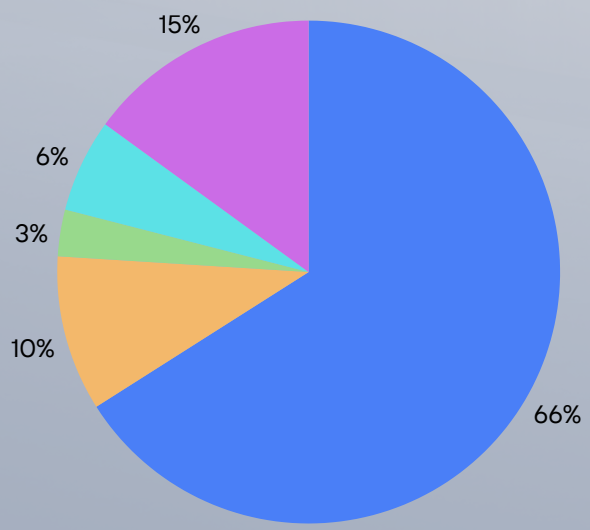
2025 Income Split



- School Levies
- Commonwealth Recurrent Funding
- Queensland State Funding
- Services Revenue
- Interest Income 0%
- Other Income

Total expenditure for the year was $31.9 million. The largest proportion of expenditure was allocated to employee benefits (66%), followed by other operational expenses (15%), depreciation and amortisation (10%) and finance costs (6%).

2025 Expense Split



- Emplyee Benefits Expense
- Depreciation and Amortisation Expence
- Student Expenses
- Finance Costs
- Other Expenses

This financial profile reflects the ongoing investment in staffing, infrastructure and operational capacity required to support student learning and the continued growth of the Mastery Schools network.





> Thank you so much to the [MSA] team for the contribution and [know] you are changing lives! That sounds so cliché, but it is so true! I am beyond grateful for this opportunity for [my son]!

MSA Parent

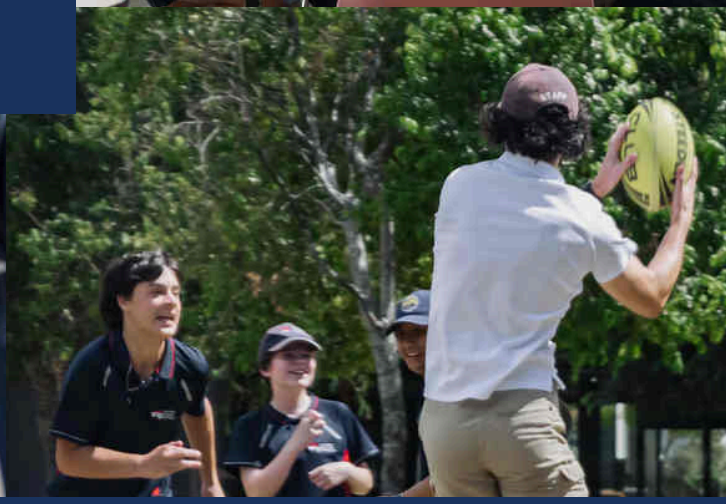




> This school changed my life. I used to write my letters backwards and couldn't spell. I am now graduated and a book writer and a poet!

MSA Student Alumni





> I am thankful beyond words. Thank you so much for giving [my son] the opportunity to learn and reach his full potential in learning. Please keep your core beliefs forever and change lifes for years to come!!!!

MSA Parent



Future Directions and Strategic Priorities

In 2026, Mastery Schools Australia will continue to strengthen its operations, support student outcomes and enhance consistency across its growing network of schools. Key strategic priorities are aligned to the organisation's four focus domains:

Student Achievement and Growth
Mastery Schools Australia will continue to strengthen student outcomes through the consistent delivery of evidence-based teaching practices, including the Science of Learning and Direct Instruction approaches. A continued focus on teacher capability, data-informed practice and targeted support will ensure students experience measurable academic growth, improved engagement and increased confidence in learning.

Child Safety and Wellbeing
A key priority is ensuring that every student is supported within a safe, inclusive and structured learning environment. This includes the implementation of a National Child Safety Framework, strengthening staff training and accountability, and embedding consistent practices that support student wellbeing, safety and respectful behaviour across all campuses.

People and Systems
The organisation will continue to invest in building a capable and values-aligned workforce through structured coaching and professional learning, including through the Science of Learning Education Centre (SoLEC). This will be supported by the ongoing development of efficient systems and processes, including the continued implementation of EDGE (Student Management System), to reduce administrative burden and support consistent, high-quality practice across schools.

Sustainable Growth & Partnerships
Mastery Schools Australia will continue to expand in a strategic and sustainable manner, ensuring that all new campuses reflect the integrity of the MSA model. This includes strengthening community partnerships, building brand awareness and maintaining strong financial and governance practices to support long-term viability.

Monitoring & Accountability
Progress against these priorities will be monitored through regular reporting to the Board, including termly performance updates, compliance checks and ongoing strategic plan reviews. This approach ensures accountability, supports continuous improvement and maintains a strong focus on delivering outcomes for students.

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For more information please contact:

msa.qld.edu.au

Mastery Schools Victoria (ACN 634115101) is a not-for-profit company registered with ASIC and the ACNC.