



COOMERA
ANGLICAN
COLLEGE

ANNUAL REPORT 2024





**2024
FLOURISHING
TOGETHER
WISDOM**

A group of children are participating in a physical education activity on a rope bridge. The bridge is made of thick blue ropes and is suspended from a large grey metal pole. The children are wearing various colored shirts (red, green, yellow, blue) and dark shorts. Some are wearing blue bucket hats. They are all looking towards the camera. The background shows a blue sky and some greenery.

NG
WITH

“OUR PURPOSE IS TO INSPIRE EXCELLENCE IN TEACHING, LEARNING, SERVICE AND FAITH.

QUEENSLAND STATE GOVERNMENT
REPORTING COOMERA ANGLICAN COLLEGE
ANNUAL REPORT 2025
(Based on 2024 Data)

Coomera Anglican College commenced in 1997 and celebrated a successful twenty-eighth year of operation in 2024. Our College is owned by the Anglican Diocese of Brisbane and is a member of Anglican Schools Australia, the Queensland Anglican Schools System and the Association of Independent Schools in Queensland (ISQ). Coomera Anglican College is a member of the Associated Private Schools (APS) sporting association on the Gold Coast.

SCHOOL SECTOR:
INDEPENDENT

SCHOOL CONTACT DETAILS:

Address:	8 Days Road, Upper Coomera Qld 4209
Postal:	PO Box 457, Upper Coomera Qld 4209
Phone:	07 5585 9900
Fax:	07 5585 9911
Email:	cac@cac.qld.edu.au
Website:	www.cac.qld.edu.au

CONTENTS

1

WORDS FROM OUR PRINCIPAL	6
SENIOR LEADERSHIP TEAM	8
COLLEGE COUNCIL AND COMMITTEES	9
CHAIR OF COLLEGE COUNCIL	10

2

SCHOOL CHARACTERISTICS	11
2024 MILESTONES	12
MASTER PLAN UPDATE	14
EARLY LEARNING CENTRE	16
PRIMARY CAMPUS	18
JUNIOR SECONDARY CAMPUS	20
SENIOR SECONDARY CAMPUS	22

3

TEACHING AND LEARNING	24
TECHNOLOGY INFRASTRUCTURE AND SUPPORT	25
FOUNDATION	27

4

COCURRICULAR ACTIVITIES	28
MUSIC	28
DRAMA	29
SPORT	30
SPORT ACADEMIES	30
SPORT HIGHLIGHTS	31

5

WELLBEING	32
COLLEGE CULTURE	32
PASTROL CARE	33
ANTI-BULLYING	33
SERVICE AND LEADERSHIP	34
PARENTAL INVOLVEMENT	35
INCOME BY FUNDING SOURCE	36
STAFFING INFORMATION	37

6

NAPLAN RESULTS	38
KEY STUDENT OUTCOMES	40
ATTENDANCE	40
STUDENT RETENTION	40
YEAR 12 OUTCOMES	41
NEXT STEP - YEAR 12 COMPLETERS REPORT	42



WORDS FROM OUR PRINCIPAL

Welcome to Coomera Anglican College's Annual Report for 2024.

2024 was a particularly good year for Coomera Anglican College. Strategically, the College Council and Senior Leadership Team continued to review and evolve our strategic plan. We particularly prioritised the way in which we expressed our Anglican identity. Therefore, we placed a deliberate emphasis on our faith and service strategic pillar, augmenting our current staff and seeking, in all things, to "nurture great humans ... with the faith, skills, character and desire to... respond to the world through loving leadership and service" (as our draft plan puts it).

In terms of enrolments, we saw numbers rise again, which reassures us that our distinctly incarnational, intellectual, pastoral, missional, faith-filled and hospitable flavour of education continues to appeal to increasing numbers of families.

We also intentionally increased our focus on the pillars of our distinctive Anglican education: wellbeing, learning, faith-and-service and people and place.

In many ways, our central focus was on wellbeing, underpinned by faith and service. This prioritising was inspired both by growing societal concerns about young people's wellbeing and by research such as that captured by the Outward Bound Trust (who describe how: "High levels of wellbeing are associated with doing better at school, better physical and mental health, living for longer, and pro-social behaviour.") and Professor Lea Waters who says, "When we feel good, we function well, when we function well, we can do good." Such research clearly indicates that flourishing is foundational to the development of even better learning and to the nurturing of great humans.

To increase our focus on wellbeing, we implemented a number of initiatives, including increasing the number of counsellors and psychologists, and the consolidation of the Deputy Head position in Junior Secondary, and of our new, more student-focused approach.

This refreshed team of Junior Secondary Pastoral Care Teachers (now called Homeroom Teachers), Heads of Year and Leadership have not only spearheaded our commitment to wellbeing, but have also decided to take Professor Judy Willis' statement that "Brain research tells us that when the fun stops, learning often stops too" seriously, and have intentionally set about increasing the "fun" in Junior Secondary – with extraordinary results!

Further still, we decided to become a partner school with Visible Wellbeing whose founder Professor Lea Waters will lead staff training in 2025. The plans for a Wellbeing Centre were also made concrete and have been expanded to include our Faith and Spirituality Team. Blending wellbeing and faith and spirituality like this is, for us, vital because, as an Anglican school, we see "wellbeing" as extending beyond the merely physical into the transcendent – the "soul" of Mark 12:30 "mind, heart, soul and strength."

In addition to this focus on wellbeing, 2024 was also a year in which a number of changes to our broad learning were implemented, and more were planned, modelled and piloted, ready for 2025.

Of particular note was the continued implementation of new English and Maths teaching approaches in Primary. The implementation of new English programmes begun in 2023 was more fully adopted in 2024. Encouragingly, our English-related PAT test results show signs of clear improvement, and our NAPLAN results, which have always exceeded national averages, have also improved.

In Maths, we began the process of reviewing and piloting alternative programmes – a process which will continue into 2025 and beyond.

This attention to what some might consider two of the core subjects has also extended into Junior Secondary, where a new timetable was modelled which allows

for 20% more English and Maths time for Years 7 and 8. This timetable will be fully implemented in 2025.

This timetable has also enabled a complete redesign of our electives programme. This was undertaken to achieve two things: firstly, to increase our capacity to offer very high-quality arts and technology-centred learning which relates to the real world – or, as one teacher put it: "to make our electives richer, deeper and broader." Secondly, to facilitate the curricular inclusion of sports electives for our Sports Academy students. The planning and piloting undertaken in 2024 will be fully implemented in 2025, and early, informal indications suggest that they will be highly successful in increasing both engagement and learning.

Plans and budgets were also put in place, and pilots implemented, for the creation of an expanded arts programme in Primary – one which aligns with the requirements of the new Australian Curriculum Version 9. Therefore, we have supplemented our already exceptional music and art programmes with Dance, Media Arts and more Drama.

Finally, in terms of learning, we have introduced the concept of High Impact Teaching Strategies to staff, and this will be fully implemented during 2025.

In terms of Place, 2024 saw the completion of our new playground and we were delighted to welcome the Archbishop of Brisbane to the official opening. We also completed the building of our new art studios, new multi-purpose hard courts and a new Outside School Hours Care Centre, all of which have added significantly to the Campus. Further, we began work on our ambitious new Secondary Centre, which we will complete in mid-2025.

Mr Patrick Innes-Hill
PRINCIPAL

2024 Flourishing Together with Wisdom

The theme in 2024 was Flourishing together with wisdom. We believe this aligned well with the Diocesan Theme for 2024 – Flourishing Together: For Wisdom.

SENIOR LEADERSHIP TEAM

The College Senior Leadership Team, led by the Principal, provides leadership and management of the daily operations across the College.

In 2024, we welcomed Miss Julie Kemp into the role of Director of Wellbeing, and Mr Ryan Diaz formally transitioned into the role of Business Manager.

We also farewelled Mr Mark Heaney, who stepped away from his role of Deputy Principal, Operations and Head of Secondary after 21 dedicated years at the College.



Mr Patrick Innes-Hill
Principal



Mr Mark Heaney
Deputy Principal
Head of Senior Secondary



Dr Bek Duyckers
Deputy Principal
Teaching, Learning and
Innovation P-12



Mr Ryan Diaz
Business Manager



Miss Julie Kemp
Director of Wellbeing



Mr Greg Golder
Head of Junior Secondary



Mrs Carolyn Thistlethwaite
Head of Primary



Mrs Jenny Rees
Early Learning Centre Director

COLLEGE COUNCIL AND COMMITTEES

College Council Members for 2024

- The Most Reverend Jeremy Greaves KCSJ
- Rev'd Mary-Anne Rulfs (Chair of Council)
- Mrs Robyn Kronenberg
- Ms Jan Bartlett
- Mrs Kaye Hastie
- Mr Michael Temperton
- Prof. Donna Pendergast
- Rev'd Canon Emeritus Gary Smith



Risk and Compliance Committee

- Jane Andrews
- Kaye Hastie
- Rev'd Mary-Anne Rulfs



Infrastructure Committee

- Michael Temperton
- Prof. Donna Pendergast
- Kaye Hastie
- Rev'd Mary-Anne Rulfs



Finance Committee

- Jan Bartlett
- Robyn Kronenberg
- Rev'd Mary-Anne Rulfs

CHAIR OF COLLEGE COUNCIL

Rev'd Mary-Anne Rulfs

2024 saw continued growth at Coomera Anglican College as our Principal, Mr Patrick Innes-Hill, served his second year as Principal. By working closely and collaboratively with the Senior Leadership Team and College Council in strategic planning, Mr Innes-Hill ensured the College remains at the forefront of education as a College of choice in the northern Gold Coast region.

We are grateful to Mr Ryan Diaz, who served as Acting Business Manager prior to his appointment as Business Manager following a formal recruitment process. We are grateful to Mr Diaz for his service to the College through oversight of the College's business operations, including management of his excellent team and overseeing the completion of the extensive Primary playground and Secondary hardcourts. The Secondary Centre commenced, the most significant building project in the College's history.

In my second year as Chair of Council, it was a joy and privilege to collaborate with Council members around the boardroom table as we governed across Council's areas of accountability: financial, risk and compliance, infrastructure, Anglican identity and strategy. College Council works collaboratively with Diocesan Council through the Anglican Schools Commission (ASC) to ensure best practice both educationally and organisationally, robust accountability for leadership and management, and a dynamic, sustainable and exciting vision for our College's future. This is all shaped by our Anglican identity: a flourishing Christ-centred and people-oriented Community.

During 2024, College Council consisted of:

- Rev'd Mary-Anne Rulfs (Chair)
- Mrs Robyn Kronenberg (Deputy Chair, Finance)
- Jan Bartlett (Finance)
- Rev'd Canon Emeritus Gary Smith (Faith)
- Professor Donna Pendergast (Infrastructure)
- Mrs Kaye Hastie (Infrastructure and Risk and Compliance)
- Ms Jane Andrews (Risk and Compliance)
- Dr Stephen Harrison
- Mr Michael Temperton (Infrastructure)

It is with heartfelt gratitude that we thank Mr Innes-Hill and the Senior Leadership Team for their commitment to collaborative leadership, and for demonstrating wisdom, compassion and courage as they serve the College Community.

I would also like to acknowledge the dedication and giftedness of staff engaged in all aspects of College life for their service. Along with them, many members of the College Community volunteer their time and energy to enhance College life for students.

Council looks forward to 2025 with great anticipation. Enrolments are very strong and The Secondary Centre will be completed, freeing up several learning and staffroom spaces for other much-needed use. While the College is in a healthy financial position, vigilance regarding the budget remains a high priority of Council.

With thanks to God and with gratitude for everyone who contributes to life-giving Community at Coomera Anglican College for the benefit of students, I present this report.

(Rev'd) Mary-Anne Rulfs

SCHOOL CHARACTERISTICS

Co-educational

There were 10 International Full Fee Paying students - 3 girls and 7 boys.

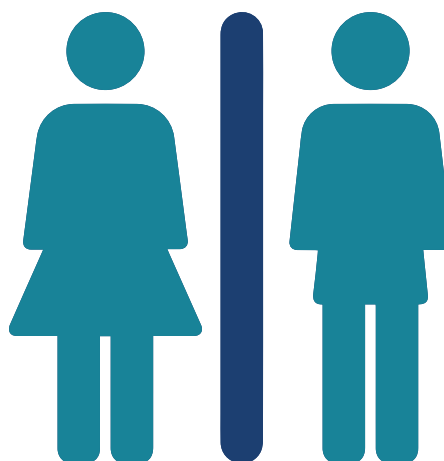
Students are all day students, mostly residing within a 20 minute drive from the College.

TOTAL ENROLMENTS:

1,525 (domestic),
1,535 (incl International) from
Preparatory to Year 12

YEAR LEVELS OFFERED:

Preparatory to Year 12 and an
80 place Early Learning Centre.



Ratio of Girls to Boys
Primary

(Preparatory - Year 6)*
395 girls – 401 boys
49.62:50.76

Ratio of Girls to Boys
Secondary

(Years 7 - 12)*
365 girls - 371 boys
49.5:50.5

Total Ratio of Girls to Boys
(Preparatory - Year 12)*

754 girls - 769 boys
49.51:50.49

*Including International students Data as at 6
November 2024

Coomera Anglican College hosts its inaugural Welcome to Term Drinks hosted by our Principal, Mr Innes-Hill where the Coomera Anglican College Foundation was officially launched.



COOMERA
ANGLICAN
COLLEGE
Foundation

Coomera Anglican College officially launches Old CACS Alumni.



February

Old CAC Lindsey White (Class of 2023), former College Captain and 2023 Dux, was honoured at the 10th annual QCE (Queensland Certificate of Education) Achievement Awards 2023, where she received recognition in the category of Distinguished Academic Achievers.



Coomera Anglican College hosts its inaugural International Women's Day Breakfast featuring a panel of high profile female speakers including our very own Taylor Smith, AFL Player.



Coomera Anglican College wins third place at the World Scholars Cup.



March

The new Primary Playground is officially opened and blessed by The Most Reverend Jeremy Greaves KCSJ in a formal ceremony attended by College Council and Foundation Principal Dr Mark Sly.



Year 12 Student Jessica Brown is named the overall winner at the Club Level of the Lions Youth of the Year Competition.



Coomera Anglican College Foundation hosts our bi-annual Colour Run raising \$34,000.



Coomera Anglican College launches the Year 6 Learning to Lead programme.



April

Coomera Anglican College Students represented the College at ANZAC Day services held in Coomera. The last ANZAC service to be held at this location.



Coomera Anglican College achieves success against 40 teams at the ASC Traditional Games Festival 2024 by bringing home both the Fair Play and Turtle Trophies.



Year 10 student, Nastasia Bayliss receives 1st place in the prestigious Chinese Bridge Competition hosted at QUT.



Coomera Anglican College announces our partnership with HP Australia, revolutionising digital education at our College.



May

Coomera Anglican College is shortlisted for the Australian Education Awards in the category of "Best Cocurricular Programme."



Roxy the Wellbeing Dog joins our College staff to support health and wellbeing at the College.

Coomera Anglican College musical students perform at St John's Cathedral in Brisbane in front of a sellout audience for our inaugural "Resonate" event.



Coomera Anglican College Year 7B Boys Volleyball, Open C Girls Netball and Senior Tier 2 Girls Volleyball win APS Premiership.

Coomera Anglican College wins against Saint Stephen's College at the annual Coomera Cup Rugby Match.



Ponytail Project 2024: our Year 12 Girls raised \$27,666, securing 3rd place on the national leaderboard.



World's Greatest Shave: Our Year 12 Boys raised an impressive \$6,150 for the World's Greatest Shave.

Coomera Anglican College embarks on its annual Faith & Spirituality Retreat to New Zealand with a small group of Year 11 and 12 students led by Mr Dom Fay, Faith and Spirituality Coordinator.

Old CAC Alumni Emerson Jones, made history by becoming the first Australian in 13 years to reach the Wimbledon Girls' Singles final on the weekend.



100 days of school left for the Class of 2024.



Rusty Monkeys Car Rally – car painted by College students.



A group of selected Coomera Anglican College students travel to China for the 2024 Chinese Culture & Film, TV and New Media international trip.



Coomera Anglican College Junior Worship Band embarks on a rural trip to Charleville and Roma.



Coomera Anglican College students participate in the World Scholars Cup in Auckland, receiving 3 gold medals and 8 silver medals, qualifying them for the Tournament of Champions at Yale University.



Year 12 art student Mia Brazil is selected to exhibit her artwork at HOTA.

June

Coomera Anglican College is featured on Channel 7 and Channel 9 News for our Intergenerational Learning programme in collaboration with Anglicare.



Coomera Anglican College CACaburra Basketball Academy is invited by the Chinese Taipei School Sport Federation to participate in an international basketball tournament.



Coomera Anglican College places 2nd in the Griffith University Mooting Competition 2024.



July

Kokoda 2024 – Coomera Anglican College enters teams from Primary and Secondary into the Kokoda Challenge 2024.



Doris Gibbs, wife of one of our College Founders Ivan Gibbs, passes away peacefully.



100 Days of School for our Prep students.



August

Coomera Anglican College's "Treble Makers" win first place at the Gold Coast Eisteddfod in the Novelty Choir Section. Our choirs Vox Collective came 2nd place and received a Gold award in the Secondary Choir (Virtual Section) and Bella Voce came 3rd and earned a Gold in the Vocal Ensemble section.



Coomera Anglican College APS Athletics Carnivals: Secondary team placed 2nd, Primary team placed 3rd.

September

Silent Freeway, Coomera Anglican College's Rock Band participate in the Battle of the Bands and win the People's Choice Award.



Our Year 9 and 10 Boys Basketball team wins the Junior Division of the Champion Basketball School of Queensland (CBSQ) competition, excelling in Division 3, securing the Championship title.



October

Old CACS hosts the inaugural "Back at CAC" event for all Coomera Anglican College Alumni.

November

Class of 2024 Graduate.

Lane House wins the House Shield for 2024.

Coomera Anglican College Foundation hosts its inaugural Christmas Carols outdoor concert on the Primary Oval.

MASTER PLAN UPDATES

THE HUB LEADS A NEW ERA OF LEARNING

As part of our ongoing commitment to future-focused learning, the College made significant strides in 2024 with the continued implementation of our Master Plan.

After 15 months of construction, the new Primary Playground was officially opened in March 2024. The event was met with great excitement from students and the wider College community, who gathered to celebrate this milestone.

Throughout 2024, we witnessed the emergence of The Secondary Centre – the centrepiece of our Master Plan designed to foster innovative and collaborative learning for our students. Construction progressed steadily throughout the year, with The Hub expected to be completed by mid-2025. As part of this major development, the existing Art studios and outdoor courts were demolished and replaced with new, purpose-built facilities. These upgraded spaces were completed and opened in 2024.

In addition, our new Outside School Hours Care (OSHC) building was constructed and opened in October 2024. This new facility enhances our capacity to offer high quality care and support to families within our College community.



**COOMERA ANGLICAN
COLLEGE IS DIVIDED
INTO FOUR DISTINCT
AREAS:**

**EARLY
LEARNING
CENTRE
(2 YEARS
TO 5 YEARS)**

**PRIMARY
(PREPARATORY
TO YEAR 6)**

**JUNIOR
SECONDARY
(YEAR 7
TO YEAR 9)**

**SENIOR
SECONDARY
(YEAR 10 TO
YEAR 12)**



TOP 5 EARLY LEARNING CENTRE INITIATIVES

- Develop the language for children to recognise their own strengths, what makes them unique and to identify personal goals for what they want to learn but can't do yet.
- As a community, we committed to strengthening relationships between Aboriginal and Torres Strait Islander peoples and non-Indigenous peoples valuing their cultures and heritage as a proud part of a shared national identity for our future, through our Reconciliation Action Plan.
- Create a positive safety culture across all areas with a distinct focus on ensuring our actions and intentions safeguard all children as we listen, honour, respect and advocate for the rights of the child.
- Introduced a pilot project to enhance our Transition to Prep programme by introducing a key Primary staff member to our Centre community, building connections and relationships that will actively support the Preprep children moving into Prep at the College.
- New Outside School Hours Care building finalised.



EARLY LEARNING CENTRE

At Coomera Anglican College Early Learning Centre, we foster a learning environment built on the foundations of the Anglican Ethos embedded in the iLR Values culture of our College. This is achieved through the incorporation of the Early Years Learning Framework and the Queensland Kindergarten Guidelines, and through valued child/teacher-initiated play experiences. We recognise, acknowledge, value and respect the uniqueness of each child within our Centre and work in partnership with families to ensure that they become capable, confident and competent members of our College community.

The Centre offers education and care to 80 children per day from two years to five years for 50 weeks of the year. The Queensland Kindergarten programme is offered to children with the support of qualified teachers, in three Pre-Prep rooms. This programme prepares the children for a smooth transition through to the College.

The Early Learning Centre has been assessed against the National Quality Standard for Early Childhood Education and Care and School Age Care, and was awarded an overall rating of Meeting National Quality Standards in accordance with the Education and Care Services National Law Act 2010 and the Education and Care Services National Regulations 2011.

The learning and development areas of Identity, Connectedness, Wellbeing, Active Learning and Communication are the focus for this programme. Language, literacy and numeracy are integral parts of the programme and are supported with tools such as interactive whiteboards and iPads. The inclusion of Age-Appropriate Pedagogies ensures that the children

are given opportunities to become decision makers, critical thinkers, investigators, explorers and creative thinkers.

The children in Pre-Prep take an active role in our College community attending significant College events, including weekly worship celebrations with the Prep children.

Our transition to school programme supports families and children to embark on the next phase of their learning with confidence. This transition process involves regular visits to all areas of the College. Special 'tuck shop' days are a highlight as the children transport their pre-ordered lunches in their backpacks up to the College grounds to a designated eating area to replicate what happens in Prep. Similarly, visits to the Prep classrooms and playground areas means that the children are extremely familiar with the College staff and facilities.

The Centre has an online documentation programme that allows for regular communication from the service to home and from home to the service. This programme documents all the education and learning that takes place each day. It provides opportunities for families to contribute directly to our programme, with the use of photos and stories from home, confirming the importance of partnerships in the education of children. Using the flourishing language of Mind, Heart, Soul and Strength each child has a sense of 'Belonging' to their environment, 'Being' in the moment with community and 'Becoming' true to themselves.

PRIMARY CAMPUS

The Primary Programme at Coomera Anglican College provides a curriculum that is founded on contemporary research while developing lifelong learners who are active global citizens. The overarching philosophy is that the College, in the context of a Christian community, should seek to inspire students to learn, lead and serve as we strive for excellence together. The values, which are the foundation of Christian principles, underpin the leadership of the College so the students are well prepared to serve their families and the wider world. As a College that strives for excellence, we must understand that its role is not simply achieving high academic standards, but developing and nurturing the young hearts and minds entrusted to it.

During the Primary years our staff aim to continue to develop in children strong literacy and numeracy skills and excellent work habits and attitudes, while fostering a love of learning now and for the future through actively engaging students in their learning. Learning activities are planned with the awareness that each individual has their own particular learning style and their own special gifts which are extended to enable each child to reach their full potential.

Since its inception in 1997, Coomera Anglican College has operated Preparatory classes, which provide students with a positive and solid basis for the rest of their schooling. All Primary subject areas are covered, with specialist areas including weekly contact for library skill development, Chinese language and culture, Health and Physical Education, Music, Technologies, Visual Arts and Religious and Values Education.

Literacy, numeracy and student-centred approaches to learning continue to be developed throughout the Primary and Secondary years of education at the College.

In the Primary years, students develop their information and communication technology (ICT) skills through learning with appropriate devices and software in all classes and also through a comprehensive development programme which draws on design and technology elements of the Australian Curriculum.

Students have access to a range of technologies to enhance the learning experience including classroom-based laptop computers, a range of tablet computers, robotics and equipment for producing high quality multi-media including audio recorders, video and still cameras.



TOP 5 PRIMARY CAMPUS INITIATIVES

- Curriculum Review with a focus on the development of integrated units of inquiry.
- Implementation of Science of reading and literacy practices.
- Investigation into mathematics pedagogy for improved student outcomes.
- Implementation of EALD and Extension support for students.
- Implementation of Toddle as a Learning Management Tool.

TOP 5 JUNIOR SECONDARY CAMPUS INITIATIVES

- Improved Ignite Programme.
- Broadened Scope of the Accelerate Programme.
- New Year 9 Leadership Programme.
- Further development and implementation of Intergenerational learning across the cohort.
- Development of Colours Achievement System.

JUNIOR SECONDARY CAMPUS

In 2024, Coomera Anglican College's Junior Secondary programme continued to thrive, building upon the strong foundations laid in previous years. Our curriculum, aligned with the Australian Curriculum for Years 7 to 9, remained robust and comprehensive, covering all key learning areas including English, Mathematics, Science, Humanities and Social Sciences, The Arts, Technologies, Health and Physical Education, and Languages.

We continued to embed the General Capabilities - Literacy, Numeracy, ICT Capability, Critical and Creative Thinking, Personal and Social Capability, Ethical Understanding, and Intercultural Understanding - across all subjects. This approach supports students in developing the skills and dispositions needed for academic excellence and personal growth.

A standout feature of 2024 was the success of the Junior Secondary Homeroom Challenge, which fostered healthy competition and team spirit across year levels. Additionally, House Gala Days became a highlight on the College calendar, offering students opportunities to connect, compete, and celebrate their House identities through a variety of fun and engaging activities. 2024 also witnessed the rolling structure of Homeroom teachers and Heads of Year, strengthening pastoral relationships between students and teachers.

The IGNITE Elective Programme, first introduced in Years 7 and 8 in 2022, continued to grow in popularity and impact. Its Year 9 counterpart, Accelerate, empowered students to make meaningful choices in their learning journeys. Courses such as Innovative Design Futures, Model and Code, Pics and Pixels, Get Real and Make a Meal, Ready Player One, From Page to Stage, Digital Directors, and Peak Performance saw strong

engagement and excellent feedback from both students and families. We continue to refine, reflect and improve these offerings.

In a further enhancement to our co-curricular offering, an additional Year 9 camp was introduced, providing students with the opportunity to challenge themselves, build resilience, and reflect on their growth in a supportive environment. This camp ran concurrently to the traditional Year 9 camp.

Our focus on early adolescence as a unique developmental phase remained central to our Junior Secondary philosophy. Targeted support structures and dedicated learning spaces continued to provide a safe and stimulating environment in which students could flourish both academically and socially.

In a major step forward for 2025, we received approval for a timetable adjustment that will include one additional period of English and Mathematics per week. This initiative reflects our commitment to ensuring students have the time and support required to strengthen core literacy and numeracy skills. Similarly, 2024 saw the endorsement of a refreshed House Colours system, to be implemented in 2025. This new system will acknowledge both participation and achievement, and will replace the current awards framework, aligning with our focus on holistic student development.

In summary, 2024 was a dynamic and enriching year marked by innovation, growth, and a renewed sense of community. We look ahead to 2025 with confidence, as we continue to evolve our Junior Secondary programme in ways that support every student to thrive.

SENIOR SECONDARY CAMPUS

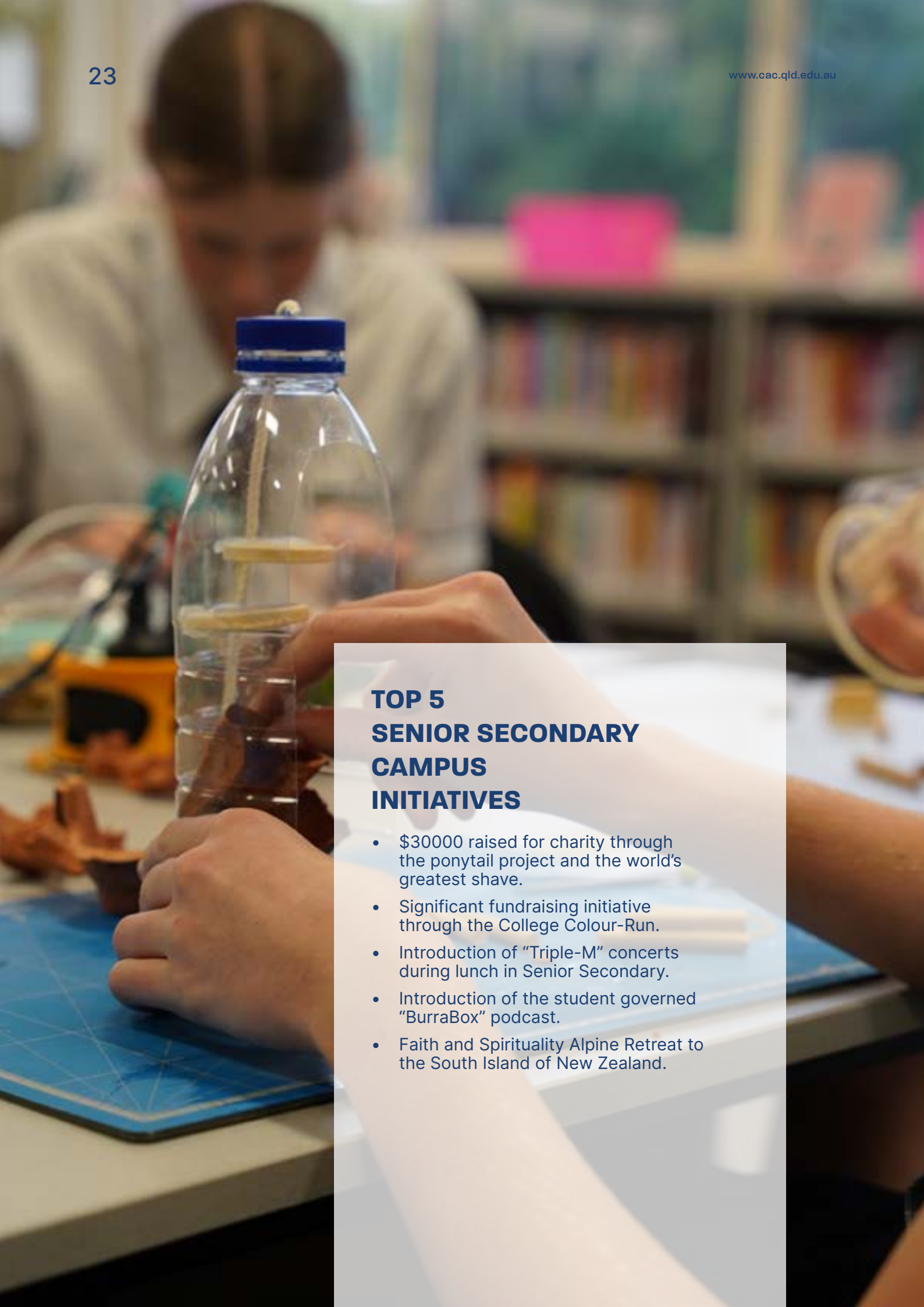
Senior Secondary Curriculum is based on both the Australian Curriculum, in Year 10, and the Queensland Curriculum and Assessment Authority (QCAA) Curriculum in Year 11 and Year 12. In Year 10, core subjects include English, Mathematics, Science, Humanities and Social Sciences, Health and Physical Education, and Religious and Values Education, with elective subjects available from all learning areas.

In Year 11 and Year 12 students select from a considerable range of Queensland Certificate of Education (QCE) General and Applied subjects from the Learning Areas of English, Mathematics, Sciences, Humanities and Social Sciences, Technologies, The Arts, Health and Physical Education, and Languages.

All students study Chinese from Preparatory to Year 8 as a compulsory language and Chinese is an elective subject from Year 9 onward, including the option to complete Chinese Extension in Year 12. Students who study Music in Year 11 may also choose to study Music Extension (Composition, Musicology or Performance) in Year 12.

Students from Year 10 onward have access to external Vocational Education and Training (VET) courses through a range of partner Registered Training Organisations (RTO). The courses range from Certificate I level, through to Diploma.



A student is working on a science project in a library. They are using a clear plastic bottle with a blue cap and a straw. The bottle is partially filled with water and has a small yellow object inside. The student is holding the bottle with their hands. In the background, there are bookshelves filled with books and a pink sign on a shelf. The student is wearing a white shirt.

TOP 5 SENIOR SECONDARY CAMPUS INITIATIVES

- \$30000 raised for charity through the ponytail project and the world's greatest shave.
- Significant fundraising initiative through the College Colour-Run.
- Introduction of "Triple-M" concerts during lunch in Senior Secondary.
- Introduction of the student governed "BurraBox" podcast.
- Faith and Spirituality Alpine Retreat to the South Island of New Zealand.

TEACHING AND LEARNING

In 2024, our Staff Development programme emphasised the holistic development of our students and the wellbeing of our staff. A highlight of the year was the insightful session with guest speaker Andrew Fuller, whose expertise in education was instrumental in collaboratively shaping our College-specific developmental philosophies.

The January Professional Learning Week drew on a breadth of learning for staff including micro courses, IT skills and technology integration, leadership development, compliance, and collaborative planning, Eucharist and our Anglican Identity, staff wellbeing and fellowship. We also intentionally included time for personal preparation.

Throughout the year, our staff participated in a series of engaging workshops that enhanced our understanding of Learning Management Systems in both Primary and Secondary contexts, deepened our commitment to the College Learner Attributes, and provided strategies for fostering student and staff wellbeing, effective differentiation, and the Science of Reading in Primary.

Following the development of rubrics for the College's Learner Attributes in 2023, staff engaged in a series of professional learning workshops to deepen their understanding and ensure consistent application across year levels. Together, they unpacked each attribute by exploring the rubric language, analysing student behaviours, and discussing what each attribute looked like in practice at different stages of development. Staff

worked collaboratively across teams to calibrate their judgements, share examples, and build a common language around the attributes.

As part of this process, staff co-created Learner Attribute Playbooks – practical and specific guides that translated the rubrics into observable behaviours, strategies for teaching and feedback, and prompts to support student growth. These Playbooks were designed to be living documents, shaped by classroom experience and informed by ongoing professional dialogue. Through moderation activities, coaching conversations, and shared reflection, staff built a strong, shared foundation for embedding the Learner Attributes into everyday teaching and learning practices.

Additionally, targeted development within the Primary school and faculties in Secondary supported the new version 9 curriculum implementation, while individual staff development focused on leadership skills, further curriculum initiatives, the InitialLit program, and sports coaching certifications to bolster our academy program development.

Our Professional Growth process continued to implement student feedback and teacher reflections related to goals set by staff, accompanied by coaching conversations with senior leaders across the year. The focus was on the process of obtaining feedback, analysing data, and adjusting teaching to improve student learning and wellbeing.

KEY INITIATIVES

- 1 Development of our College Learner Attributes
- 2 Staff empowered to share strengths through PL workshop leadership.
- 3 Collaboration at the heart of what we do
- 4 Professional Learning Community culture grown
- 5 Student feedback incorporated into Professional Growth coaching sessions

TECHNOLOGY INFRASTRUCTURE AND SUPPORT

This year has been pivotal in strengthening the College's digital foundation, with key upgrades focused on security, innovation, and support for teaching and learning.

One of the most exciting developments was the launch of CACAI, our private AI-powered chatbot. Built in-house and hosted securely on campus, CACAI provides staff and students with real-time support for study, lesson planning, and administrative tasks. Integrated with key College systems, it delivers helpful, context-aware responses while ensuring data privacy and safety remain top priorities.

We also undertook a major upgrade of our network infrastructure with the rollout of Fortinet switches and wireless access points. This transition supports our move towards a security-focused, centrally managed network, improving both performance and protection. These enhancements have contributed to a significant uplift in our overall security posture.

As part of this uplift, we have commenced implementation of the Australian Cyber Security Centre's Essential Eight recommendations, ensuring our systems and devices are better protected against common cyber threats. This includes improvements in patch management, access controls, application hardening, which are critical steps in aligning with modern cybersecurity standards.

To further enhance connectivity and resilience, we upgraded our internet services in partnership with Superloop, providing faster, more reliable links into the College. In addition, we implemented a redundant satellite internet link via Starlink, ensuring

continued internet access in the event of an outage, helping improve operational continuity and disaster readiness.

Our ongoing partnership with HP continues to ensure that both our Primary and Secondary campuses are equipped with reliable, high-performance laptops that support a wide range of educational needs. This partnership plays a vital role in maintaining consistency and quality across our device fleet.

We have also strengthened our ongoing relationship with BenQ, who continue to supply our classrooms with interactive touch panels supported by advanced software solutions such as InstaShare. These technologies empower teachers with dynamic, interactive tools and enable seamless wireless collaboration across devices.

In support of hands-on, creative learning, we maintained our commitment to STEAM initiatives through the continued use of our Creality 3D printer fleet. These printers remain a valuable tool in developing student skills in design, problem-solving, and innovation.

Finally, we continued the staged migration of our CCTV infrastructure to Verkada, a cloud-managed solution offering high-resolution monitoring, smart analytics, and enhanced security capabilities. This upgrade not only improves physical security across the campus but also streamlines management for our IT team.

We remain committed to providing reliable, secure, and forward-thinking technology that empowers our entire College community.



FOUNDATION

2024 marked a significant milestone in the continued development of the Coomera Anglican College Foundation, further solidifying its place in our College's history. With a mission to support and enhance the opportunities and experiences of our students, the Foundation purpose is clear, Empowering Change – Where Anything is Possible. The past year has been a remarkable journey for the Coomera Anglican College Foundation, vibrant events, inspiring performances, and significant milestones. As we reflect on our achievements, we thank everyone who has been a part of this journey. Your support and belief in our purpose, brings us all together – building a brighter future for our students and creating a legacy of which we can all be proud.

INTERNATIONAL WOMEN'S DAY

The International Women's Day breakfast was a testament to the power of unity and the importance of celebrating the achievements of women. Such events are instrumental in shaping young minds and empowering future generations, and the effort put into this gathering was nothing short of exemplary. The panel of speakers were inspirational, each one bringing unique insights and stories that undoubtedly left an impression on all who attended. The wisdom imparted was a gift, fostering a sense of empowerment and solidarity within the community that will surely have lasting impacts.

COLOUR RUN: A SPLASH OF JOY AND UNITY

In a burst of colours and laughter, the Colour Run brought our community together in a celebration of fun. Students, parents, and teachers ran side by side, doused in vibrant hues, embodying the spirit of unity and joy that defines our Coomera Anglican College community. The event was a testament to the strong bonds that tie our community together. It's moments like these where we acknowledge how blessed we are to be part of such a special community. It is amazing what we can achieve when we all come together!

RESONATE: A CONCERT TO REMEMBER

The student concert Resonate was nothing short of ethereal, with St John's

Cathedral serving as the perfect backdrop for our extraordinary student performers. Their talent and passion filled the space with music that touched the hearts and souls of everyone present. It was a truly mesmerising experience, and I know I can speak on behalf of everyone when I say I am immensely proud of each and every one of our students for their exceptional performances. From soulful solos to harmonious ensembles, every performance was a testament to the hard work and creativity of our students and the unwavering support of our dedicated teachers. Resonate was more than just a concert; it was a celebration of our students' artistic journeys and a glimpse into their bright futures.

WHAT'S IN A NAME: SEATING DREAMS, SHAPING FUTURES

Our campaign, faced by Foundation student and College Captain Class of 2002, Shem Aitken, isn't just about naming a seat; it is about becoming part of a community of like-minded individuals who understand the profound impact education can have on young hearts and minds. The funds raised through this campaign for the Coomera Anglican College Foundation, will be directed towards the Coomera Anglican College Scholarship Fund. This fund provides vital financial support to families in need, ensuring that deserving students have the opportunity to access a quality education regardless of their circumstances.

CHRISTMAS CAROLS

Our inaugural Coomera Anglican College Foundation Christmas Carols event was a heartwarming celebration that brought the community together in the spirit of the season. The evening was filled with joyous melodies as our choirs and soloists performed classic and contemporary carols, spreading festive cheer to everyone in attendance. Families and friends gathered to sing along, share in the laughter, and enjoy the seasonal spirit, creating lasting memories and a sense of togetherness. It was a truly memorable occasion that highlighted the power of music to unite and uplift our amazing community during this special time of year.

COCURRICULAR ACTIVITIES

All students are encouraged to participate in our diverse programme of cocurricular activities in order to foster a sense of balance and belonging, and to facilitate mental, spiritual, cultural, physical, social and emotional growth. Activities range from a large selection of additional sports, outdoor education, arts and drama, academic excellence and extension both in fun, club experiences and challenging,

stimulating competition. A full range of cocurricular offerings can be viewed on our website.

In 2024, student engagement in these offerings remained high and the students displayed outstanding ability in a range of sports, art, music, and other activities.

MUSIC

Reflecting on the Music achievements of 2024, we are extremely proud to share the highlights of our staff and students. The dedication of staff to provide students with opportunities to share their extraordinary talents has been humbling, resulting in lifelong memories and exceptional moments of joy felt by students and audiences alike.

Our inaugural College performance Resonate at St John's Cathedral in Brisbane was a spectacular success, marking the beginning of a cherished tradition. This awe-inspiring venue provided a captivating backdrop that highlighted our top soloists and Secondary ensembles. The event reached an impressive finale with two combined pieces performed by the Senior Concert Band, Senior Strings, and Vox Collective under the direction of Mr Evan Setiawan. With stunning lighting and outstanding acoustics, coupled with the dedication of our staff and students, this performance will now become a biennial event.

Over the course of the year, our ensembles took part in external events like Music Fest and the Gold Coast and Beenleigh Eisteddfods, delivering outstanding performances that received much acclaim and acknowledgment. From Primary to Secondary groups, our students demonstrated their talent, teamwork, and dedication, setting a benchmark for musical excellence.

Coomera Anglican College's talented Vocal students were recognised at the Australian

Guild of Music's (AGMS) National Awards Ceremony in March 2024. This prestigious event celebrated outstanding achievements in music, with over 40 Vocal students receiving Outstanding Achievement Awards for scoring 90% or higher in their 2024 external music examinations. Our College's commitment to excellence in music was further acknowledged, with Mrs Urech and Mrs Hughes receiving National Awards for Outstanding Music School in two categories: Exam Grades 3 to 6 and Grades 7 to Diploma. This recognition highlights the dedication of our music educators and the passion of our students.

Alongside the secondary Worship Bands, the Music Department presented our College's inaugural Christmas Carols, a phenomenal lineup of student and staff performers that solidified this now annual community event as a 'must-see'. From the jazzy combined choir and Big Band performances to exquisite soloists and mind-blowing fireworks, the audience was left awe-struck, not expecting such high calibre and professional presentations.

We extend our heartfelt thanks to students, teachers and parents for the wonderful success of Music for 2024, a year of setting the bar even higher and our expectations being far exceeded. Our musical community has flourished, soared, entertained and amazed, continuing our goal of inspiring the next generation of skillful and passionate musicians from Coomera Anglican College.

DRAMA

In 2024, the Junior Secondary Drama students have immersed themselves in an engaging and vibrant learning environment, delving into a diverse range of electives that allowed them to experiment with characterisation, movement, vocal expression, comedy, and drama. This year has been an incredible journey for them as, for many, it marked their initial venture into the realms of acting, improvisation, and stage combat. Students relished the hands-on learning approach, participating in various collaborative activities. The opportunity to engage in highly practical workshops with industry professionals and perform their work before an enthusiastic audience of fellow students and supportive parents were undoubtedly highlights of the exciting program.

A standout moment was the Year 8 class production of "Reboot," where students collaborated as an ensemble to present a contemporary and powerful story to the audience. These experiences not only allowed students to showcase their developing skills and confidence, but also taught them how to use lighting, set, and audio to enhance their performances and captivate the audience. Year 9 students embraced the chance to explore social issues they were passionate about, devising their own scripts to convey powerful messages through Collage Drama. Additionally, they performed in two engaging class productions, 'Living with Lady Macbeth' and 'Girl Who Cried Wolf.' This dedicated group of aspiring actors successfully tackled the challenge of creating live performances, working as actors, directors, costume and lighting designers to bring these plays to life, leaving the audience in awe of their talent and commitment. Throughout the semester, students developed and showcased their new skills in ensemble work, Physical Theatre, and characterisation. The future looks bright for the Junior Secondary Drama students.

The Senior Secondary Drama learning environment is equally dynamic, continually challenging students to think critically about society and deeply explore the human experience through various play texts and theatrical styles. Engaging in

practical workshops that develop skills in Physical Theatre provides our students with a fantastic opportunity to experiment with different means of communicating meaning, making their performance work stylised and compelling. The impressive Year 10 Class Production of "Hoods" allowed students to explore the concepts of poverty and family connection, while developing their acting skills that demands purposeful use of voice and movement to portray a variety of roles. Meanwhile, the Senior ATAR course for Year 11 and 12 Drama courses continue to extend our students by having them devise original works that share important human-interest stories and explore socio-political topics affecting our contemporary world.

After extensive workshopping and rehearsal, our seniors create stunning, thought-provoking theatre that captivates audiences. Noteworthy was the Year Twelve's hilarious rendition of Shakespeare's comedy, 'A Midsummer Night's Dream,' which offered insightful and highly original transformations, leaving audiences spellbound. Additionally, the Year 11s performance of scenes from "Things I Know to be True" was nothing short of breathtaking. Our Drama program at Coomera Anglican College inspires students to adopt an inquiry approach that considers all possibilities to create and perform theatre at an impressive standard, highlighting their skill development and talent. Our aspiring Senior students effectively developed their acting skills and showcased their exceptional talent and creativity throughout their course of study.

To complement our classroom learning, our students had the privilege of attending several excursions to view professional theatre in Brisbane and the Gold Coast, which inspired their own practice. Another significant opportunity to note is our biennial Drama Tour, which, this year, was to Sydney. Over three thrilling days and nights, students engaged in three fabulous theatre productions, three tours of world-class theatre venues, and three immersive workshops! The learning and experience gained were exceptional.

The Drama Department was a hive of activity and deep learning in 2024 for all students.

SPORT

Being a good teammate in any sporting endeavour is crucial for both personal development and the overall success of the team. In a team sport, no individual can succeed alone. It requires collaboration, mutual respect, and the willingness to put the team's goals above personal ambitions. As legendary basketball coach Phil Jackson once said, "The strength of the team is each individual member. The strength of each member is the team." This highlights how teamwork is built on each member contributing their best, while also relying on others to do the same.

A good teammate supports others not only in moments of victory but also in times of struggle. When a teammate is feeling down after a mistake or loss, encouraging words and gestures can uplift them and restore their confidence. Positive reinforcement boosts morale and strengthens bonds within the team, creating an atmosphere where everyone feels valued and supported. This kind of environment is crucial in school sports, where students are learning how to handle both success and failure.

Moreover, being a good teammate means being a good communicator. Effective communication on and off the field is essential for executing strategies, improving plays, and resolving conflicts. Listening to teammates, offering constructive feedback, and expressing thoughts clearly contribute to smoother interactions and

better performance. It also encourages accountability, as players take responsibility for their roles while trusting others to do the same.

Respect is another key component. Respecting the coach's decisions, the rules of the game, and each other's abilities promotes harmony within the team. It fosters a sense of equality, where every player, regardless of their skill level, feels like a valued member of the group.

Ultimately, being a good teammate in school sports teaches valuable life skills, including teamwork, resilience, and leadership. These then extend beyond the sporting field and help shape well-rounded individuals. Considering this, it is therefore vital that Coomera Anglican College continues to provide a vast range of sporting opportunities for its students through the APS, Club sport, Academy, and Co-curricular programmes.

Consequently, we will continue to prioritise and invest in our sports programmes, as they play a pivotal role in developing "good teammates" whilst instilling in our students' valuable life skills. Finally, as you will see when reading this report, our students have been busy representing the College in a range of sporting activities.

SPORT ACADEMIES

Coomera Anglican College offers specialised coaching and elite training programmes through Basketball, Netball and Football Academies. These specialised training pathways encourage the best performance from all athletes. The Academy programmes comprehensively prepare athletes for their progression through to professional sport levels.

The athletes are provided with opportunities to compete to the best of their ability at an elite level. The Academies are competency

based and designed to assist an individual's development, ensuring that all athletes have an opportunity to advance through the sport.

Our Sporting Academies are built around our philosophy of Flexibility, Strength and Agility with injury prevention at the core, where students are required to do yoga, age appropriate strength and conditioning in our High Performance Centre, Fast Feet, and attend specialised personal development sessions.

SPORT HIGHLIGHTS



College/Personal Achievements:

- 2024 was another successful year in the APS Team competitions with the College teams winning APS premierships in Football, Volleyball and Netball.
- Participation of the Open A teams in the Anglican School Challenge winning trophies in Water Polo, Touch Football, Basketball and Softball.
- The Junior Boys (Yr 9 and 10) Basketball Team participated in the Champions Basketball School of Queensland Competition (CBSQ) winning the Gold Medal in the Division Three competition.
- The U/13 Rugby 7's team won the QRU Emerging 7's competition.
- Girls and Boys teams competed for the first time in multiple Divisions in the VETO School Futsal League.
- U/16 Girls Futsal Team won the Shield competition in the VETO School Futsal League.
- The Junior Girls (Yr 9 and 10) Basketball Team participated in the Champions Basketball School of Queensland Competition placing 6th in the Division Two competition.
- The Open Boys Basketball Team participated in the Champions Basketball School of Queensland Competition placing 11th in the Division Two competition.
- Primary Girls and Boys Basketball teams competed in the State 3 on 3 Championships.
- Year 7 and 8 Boys and Girls Teams participated in the in the Division Two and One Sophomore Competitions at the Champion Basketball School Queensland Competition.
- Open Girls Netball Team placed 10th overall in the QISSN competition and 2nd in Division Two.
- Open Boys Basketball Team toured Taiwan, playing in the International Schools competition against some of the best High Schools in Asia.
- Undefeated Teams in the Primary APS in Soccer, Basketball and Netball.
- Continued success and growth of Netball and Basketball Clubs in the local Netball and Basketball Associations.
- 63 students selected to represent the Hinterland District in a variety of sports.
- 31 students selected to represent the South Coast region in a variety of sports.
- 11 students selected to represent Queensland School Sport in Netball, Triathlon, Baseball, Hockey, Cross Country, Swimming, Cricket, and Athletics.
- 1 student selected in an Australian School Sport representative Netball team.

WELLBEING

The growth of the College's wellbeing structure in 2024 has been a significant step in embedding wellbeing as a whole-school priority. A Director of Wellbeing was appointed to lead the College's K-12 approach, supported by a team of Wellbeing Specialists, including the Head of Wellbeing P-2, Head of Wellbeing Years 3-6, and Head of Wellbeing Years 7-9. This team plays a key role in driving the implementation of the Wellbeing Framework, ensuring a consistent and proactive approach across all phases of schooling.

To further support student wellbeing, the College expanded its counselling services, with the appointment of a third counsellor, including a registered psychologist. Each professional works across different areas of the College, ensuring that all students have access to targeted support as needed.

A range of student wellbeing initiatives were implemented this year, reinforcing our holistic approach. The Junior Secondary Pastoral Care system was restructured to include rolling homeroom staff who journey with students through Years 7 to 9, enhancing continuity and connection. Programs such as the Junior Challenge Cup and targeted wellbeing lessons helped to foster resilience, teamwork, and self-awareness, aligning with the College's strengths-based approach to learning and development.

The College also recognised the importance of supporting staff wellbeing, with a variety of initiatives introduced in 2024. These included professional development in positive psychology, wellbeing check-ins, access to health and mindfulness resources, and community-building activities, all aimed at promoting a healthy, balanced, and engaged workforce. The College also initiated our Visible Wellbeing Partnership with Professor Lea Waters.

Understanding that student wellbeing is most effective when supported at home as well as at school, the College introduced SchoolTV - a valuable digital resource that offers parents expert information, advice, and strategies to support their children's wellbeing. In addition, our RiSE events provided parents with opportunities to engage with experts, build knowledge, and access resources across key areas of adolescent development, mental health, and digital wellbeing.

Wellbeing is not a stand-alone concept at Coomera Anglican College - it is a dynamic and evolving commitment that is interwoven into every aspect of College life. We look forward to continuing this important work, ensuring that every student, staff member, and family is supported to flourish in our vibrant and caring community.

COLLEGE CULTURE

The College culture reflects the quality and character of life at Coomera Anglican College. A positive and inclusive school climate encourages individual development and provides the foundation for students to grow into confident, capable, and compassionate members of society.

At the heart of our College culture is our values language: Imagine, Listen, Respect (iLR). These values are not only displayed in classrooms but are actively lived through our programs, behaviour guidance systems, and everyday interactions. iLR defines "the

way we do things" at Coomera Anglican College and supports the development of strong interpersonal relationships across all members of the College community.

Our College culture is further enriched by our Anglican identity, which promotes a sense of purpose, belonging, and spiritual growth. From the Early Learning Centre through to Year 12, students are nurtured within a community that celebrates character, compassion, and connection.

PASTORAL CARE

Pastoral Care is central to Coomera Anglican College's commitment to student wellbeing. It is woven into all aspects of College life and is designed to support students' personal development just as much as their academic success. Ensuring students feel safe, valued, and emotionally supported is fundamental to their capacity for learning.

In Primary, the Heads of Wellbeing (P - 2, 3 - 6) work closely with class teachers to support student wellbeing. In Secondary, Heads of Year, House Coordinators, and Pastoral Care/Homeroom teachers assume primary responsibility for student wellbeing within their cohorts.

These leaders work collaboratively with the Heads of Campus, Director of Wellbeing, and the Counselling Team to deliver a responsive and age-appropriate Personal Development program from Years 7–12.

Coomera Anglican College is committed to safeguarding every student. We follow the Anglican Diocese of Brisbane Child Protection Policy and the Anglican Schools Commission's Student Protection in Anglican Schools Policy and Procedures, ensuring the highest standards of care, accountability, and professional practice.

ANTI-BULLYING

Coomera Anglican College maintains a firm stance on bullying and harassment, supporting a safe, inclusive, and respectful school environment for all students. Our anti-bullying policies play a vital role in safeguarding student mental health, promoting positive relationships, and reinforcing our commitment to diversity and inclusion.

All students receive a student diary at the beginning of the year which clearly outlines the College's Anti-Bullying Policy, Student Code of Conduct, and the Student Rights and Responsibilities. These are reinforced throughout the year via assemblies, year-level meetings, and Personal Development classes. Together, these platforms provide ongoing opportunities to reflect on the Christian values that guide our community and empower students to speak up in the face of adversity.

Recognising the challenges of the digital world, the College has taken a proactive approach to cybersafety and cyberbullying. With over 90% of young people using social media platforms (Australian Communications and Media Authority, 2024), the College provides annual eSafety education through ySafe and our Personal Development programs. Families are supported through our Safety Hub and SchoolTV, which provide current resources on topics such as bullying, screen time, and managing online interactions.

To encourage student voice and ensure concerns are addressed promptly, all students have access to a confidential Safe School Drop Box system, available via the student learning management system. This allows students to report bullying or harassment anonymously, whether experienced in person or online. All submissions are followed up by the Counselling Team, Heads of Year, and Campus Heads.

The College's behaviour support framework aligns with our membership in the Positive Education Schools Association (PESA). We adopt a Positive Behaviour for Learning (PBL) approach, which is underpinned by prevention, coaching, positive reinforcement, and data-informed strategies. We believe behavioural support founded in the principles of prevention, positive reinforcement, coaching/mentoring and data-driven decision making is conduisant to fostering a culture of respect, inclusivity and kindness to support student flourishing and grow active critical thinkers who encompass our values of mind, heart, soul and strength. This approach fosters a respectful, inclusive, and values-driven culture that supports student wellbeing and empowers students to become critical thinkers and compassionate citizens.

SERVICE AND LEADERSHIP

The past year at Coomera Anglican College has been a transformative journey marked by achievement, connection, and growth, particularly in the areas of service and leadership. The Student Executive led with purpose and vision, encouraging students to embrace their motto "Raise the Bar". This motto was a call to push boundaries, eliminate judgment, and strive for personal and collective excellence, which inspired unity and became a powerful symbol of the College's shared values.

Leadership in 2024 extended beyond traditional roles, with students actively shaping a vibrant and inclusive school culture. Initiatives such as Spirit Week, Appreciation Day, Colour Run, and the student podcast "The BurraBox," were not only fun and engaging but also strengthened community bonds and fostered school spirit. Through commitment to service, students also raised over \$30,000 for charitable causes like the Ponytail Project and the World's Greatest Shave, exemplifying a deep sense of social responsibility.

Efforts to build strong connections across both the Primary and Secondary schools were another major focus. Programs such as the Brothers and Sisters of Substance, Junior Quad engagement, and Primary mentoring fostered safe, supportive relationships among students of all ages. Meanwhile, the wellbeing vision of the College emphasised holistic support, integrating mind, heart, and soul through a variety of programs and events. The introduction of Roxy, the Wellbeing Dog, further illustrated the College's

commitment to student care and emotional growth.

Faith and spirituality also played a central role in shaping leadership and service. Worship services explored wisdom, compassion, and resilience through biblical teachings, while experiences like the Alpine Retreat in New Zealand provided opportunities for deep personal reflection and spiritual connection. The introduction of the Faith and Spirituality Captain further reinforced the College's commitment to nurturing spiritual leadership.

Service extended beyond the College, with initiatives such as the student outreach to the homeless and participation in broader community events, such as International Women's Day and Christmas Carols. These moments not only celebrated diversity and empowerment but also reinforced the importance of giving back and standing together as a community.

Finally, the development of the Coomera Anglican College Foundation marked a significant step in securing future opportunities for students. Campaigns such as "What's in a Name" will fund scholarships, reinforcing the value of access and inclusion in education.

Overall, 2024 was a year defined by purposeful leadership and heartfelt service. From inspiring peers to leading charitable events and nurturing spiritual and emotional wellbeing, the students at Coomera Anglican College have truly raised the bar - leaving a legacy of compassion, courage, and community that will inspire future generations.



PARENTAL INVOLVEMENT

As 2023 drew to a close, our PAFA Executive Committee gracefully stepped back to focus more on their roles as parents. Their dedication and hard work have been deeply appreciated, and they left a legacy that we are proud to carry forward. In 2024, the College and PAFA came together with renewed energy, emphasising three key pillars to enhance our community spirit. The first pillar, "Community: Friends of CAC," aimed to build a strong and supportive network of parents and friends. The second pillar, "Parent Voice: CAC Connect," provided a platform for open and honest communication between our College Community and Leadership. The third pillar, "Community Engagement," ensured that College staff managed community events, allowing our parents to fully enjoy these occasions while continuing the legacy of PAFA.

This renewed vision brought new life to our community, and none of it would have been possible without the incredible contributions of our Friends of CAC. Their tireless efforts and generosity shone brightly during events like our Mother's Day and Father's Day Stalls, where our parent volunteers donated their time and energy to create memorable experiences for everyone involved.

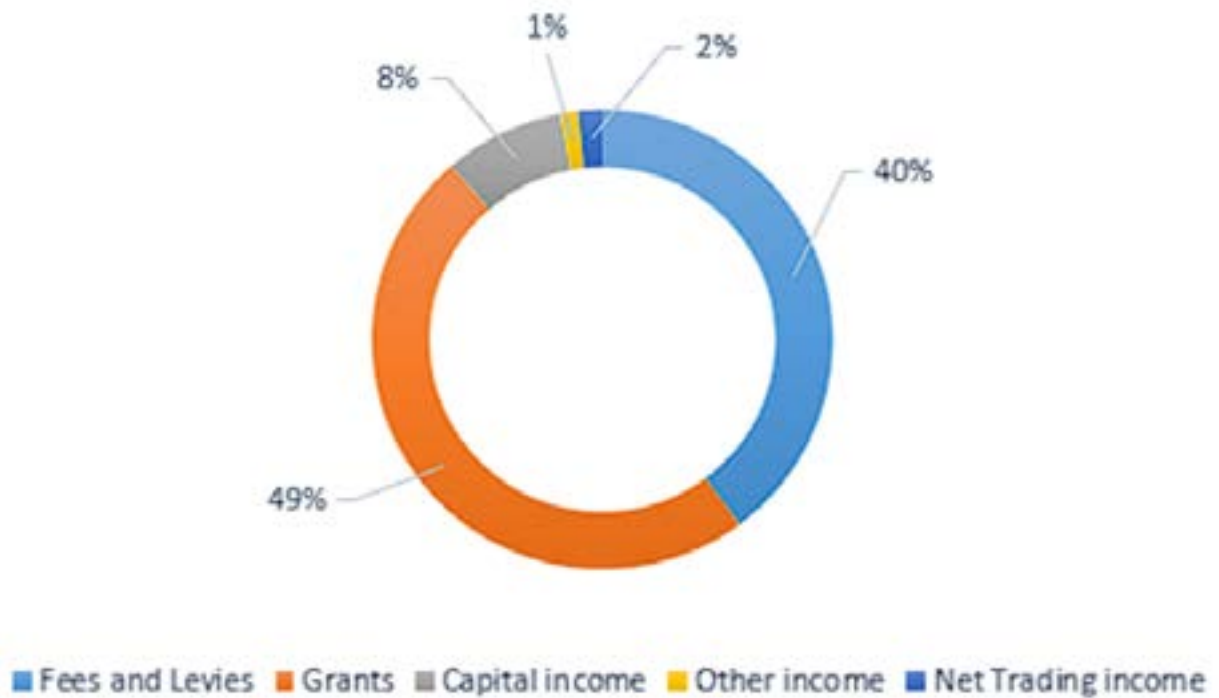
Our CAC Connect sessions were another highlight, warmly welcomed by our community as we explored topics like the College Foundation, VET Pathways, and Learning Enhancement. The first session featured a heartfelt Q&A with our Principal, addressing questions from our parent body and fostering a sense of connection and understanding.

As such the College took part in ISQ's Mastering Parent Engagement workshops and programme to continue to build and look for ways to build parent engagement into the classroom, the curriculum and in the community.



INCOME BY FUNDING SOURCE

Information regarding College income is available by logging on to the My School website:
<http://www.myschool.edu.au>



STAFFING INFORMATION

STAFF COMPOSITION

As of December 2024, the College employed a total of 146 full time staff, and 70 part time staff as per the following composition table.

STATUS	TEACHING	NON-TEACHING	ELC	OSHC	TOTAL
FULL TIME	105	26	13	2	146
PART TIME	5	3	6	2	16
TERM TIME FULL TIME	0	36	0	0	36
TERM TIME PART TIME	0	18	0	0	18
TOTAL	110	83	19	4	216

Indigenous staff

As of December 2024, we had 6 known Indigenous staff members. This information is captured during the staff onboarding process.

Qualifications of Teachers

The College continues to investigate ways of capturing detailed staff qualification data for staff in 2025.

Staff Retention

From the end of 2024, 97% of staff were retained for 2025.

Casual Staff

As of December 2024, we also engaged the following casual employees:

CASUALS	
RELIEF TEACHERS (PRIMARY)	19
RELIEF TEACHERS (SECONDARY)	18
INSTRUMENTAL TUTORS	14
EARLY LEARNING CENTRE	4
OUTSIDE SCHOOL HOURS CARE/VACATION CARE	19
SPORT COACHES	29
TEACHING ASSISTANTS	6
GYM ASSISTANT	1
WORSHIP AND BAND ASSISTANT	1
AV ASSISTANT	1
RELIEF NURSE	1
CAMP ASSISTANT	1
TOTAL	114

NAPLAN TEST RESULTS FOR YEARS 3, 5, 7 AND 9 2024

GRAMMAR AND PUNCTUATION										
	SCALED SCORE AVERAGE		PROFICIENCY LEVEL DISTRIBUTIONS 2024 AS A %							
			NEEDS ADDITIONAL SUPPORT		DEVELOPING		STRONG		EXCEEDING	
	CAC	STATE	CAC	STATE	CAC	STATE	CAC	STATE	CAC	STATE
YEAR 3	430	398	3.6	19.1	32.7	28.8	53.6	42.5	10	9.6
YEAR 5	509	492	0	12.1	26.8	24.9	61.6	48.8	11.6	14.1
YEAR 7	560	529	3.8	15.1	26.7	27.2	48.9	41.7	20.6	15.9
YEAR 9	591	548	3.1	17.2	24.6	28.6	50	37.4	22.3	16.7

READING										
	SCALED SCORE AVERAGE		PROFICIENCY LEVEL DISTRIBUTIONS 2024 AS A %							
			NEEDS ADDITIONAL SUPPORT		DEVELOPING		STRONG		EXCEEDING	
	CAC	STATE	CAC	STATE	CAC	STATE	CAC	STATE	CAC	STATE
YEAR 3	426	393	3.6	15.2	11.8	21.7	59.1	44.8	25.5	18.3
YEAR 5	515	485	1.8	11.5	16.8	19.5	54.9	49.3	26.5	19.6
YEAR 7	553	530	6.8	13.6	13.5	22.3	55.6	45.9	24.1	18.1
YEAR 9	593	554	3.9	14.9	17.8	24.9	53.5	43.4	24.8	16.8

WRITING										
	SCALED SCORE AVERAGE		PROFICIENCY LEVEL DISTRIBUTIONS 2024 AS A %							
			NEEDS ADDITIONAL SUPPORT		DEVELOPING		STRONG		EXCEEDING	
	CAC	STATE	CAC	STATE	CAC	STATE	CAC	STATE	CAC	STATE
YEAR 3	428	404	0.9	10.1	13.6	17.6	75.5	63.3	10	8.9
YEAR 5	498	471	1.8	13.8	20.4	24.6	67.3	50.4	10.6	11.3
YEAR 7	566	527	3.7	15.1	20.9	26.9	53	42.9	22.4	15.1
YEAR 9	621	560	3.1	16.2	10.8	28.3	51.5	34.8	34.6	20.6

SPELLING										
	SCALED SCORE AVERAGE		PROFICIENCY LEVEL DISTRIBUTIONS 2024 AS A %							
			NEEDS ADDITIONAL SUPPORT		DEVELOPING		STRONG		EXCEEDING	
	CAC	STATE	CAC	STATE	CAC	STATE	CAC	STATE	CAC	STATE
YEAR 3	417	391	2.7	13.5	25.5	29.9	56.4	43.3	15.5	13.3
YEAR 5	505	477	1.8	11.8	17.9	23.2	53.6	47.1	26.8	17.9
YEAR 7	554	532	1.5	9.5	15.3	19.5	58.8	51.4	24.4	19.6
YEAR 9	588	560	1.5	9.3	12.3	18.8	65.4	57.7	20.8	14.2

NUMERACY										
	SCALED SCORE AVERAGE		PROFICIENCY LEVEL DISTRIBUTIONS 2024 AS A %							
			NEEDS ADDITIONAL SUPPORT		DEVELOPING		STRONG		EXCEEDING	
	CAC	STATE	CAC	STATE	CAC	STATE	CAC	STATE	CAC	STATE
YEAR 3	428	396	1.8	11.7	16.5	27.8	71.6	52.2	10.1	8.3
YEAR 5	513	481	1.8	9.9	17.0	25.2	63.4	54.1	17.9	10.7
YEAR 7	568	52	1.5	12	14.4	24.3	65.2	52.1	18.9	11.6
YEAR 9	603	554	0	14.1	17.7	25	70.8	53.8	11.5	7.1

KEY STUDENT OUTCOMES

Average student attendance rate:

Average Student Attendance for each year level for 2024.

YEAR LEVEL	AVE ATTENDANCE RATE %	YEAR LEVEL	AVE ATTENDANCE RATE %
PREP	94.19	YEAR 7	90.66
YEAR 1	93.87	YEAR 8	90.50
YEAR 2	93.84	YEAR 9	89.28
YEAR 3	93.06	YEAR 10	89.28
YEAR 4	93.38	YEAR 11	91.87
YEAR 5	91.59	YEAR 12	91.83
YEAR 6	92.10		

Management of non-attendance:

Families of absent students are telephoned each morning to establish the reason for the absence. Absences are recorded daily as Explained or Unexplained. Unexplained absences are followed up by class teachers, Heads of Year or Heads of Campus. Student absences are closely monitored.

Average student attendance rate in 2024 was 91.85%.

Apparent student retention rate:

YEAR 10		YEAR 12		YEAR 10 - 12 APPARENT RETENTION RATE
YEAR	ENROL	YEAR	ENROL	
2009	96	2011	96	100%
2010	105	2012	100	95.2%
2011	106	2013	95	89.6%
2012	106	2014	106	100%
2013	98	2015	89	90.8%
2014	109	2016	97	89.0%
2015	101	2017	96	95.0%
2016	104	2018	88	84.6%
2017	106	2019	99	93.3%
2018	112	2020	102	91.0%
2019	107	2021	91	85.0%
2020	108	2022	100	92.5%
2021	102	2023	101	99.02%
2022	106	2024	95	88.42%

YEAR 12 OUTCOMES

In 2024, our Year 12 students performed particularly well. While the following table indicates the strong performance of our students, it should be noted that 'league tables' do not necessarily reflect all the wonderful things that take place in any school. They are a mere snapshot of one aspect of a complex and total education.

The value adding and holistic development of students that is a feature of our College cannot be measured in any table. Nevertheless, we are proud of the excellent results achieved by our Year 12 students in 2024.

OUTCOMES FOR OUR YEAR 12 COHORT 2024	
NUMBER OF STUDENTS AWARDED A SENIOR EDUCATION PROFILE (SEP)	94
NUMBER OF STUDENTS AWARDED A QUEENSLAND CERTIFICATE OF INDIVIDUAL ACHIEVEMENT	1
NUMBER OF STUDENTS WHO RECEIVED AN ATAR*	82
NUMBER OF STUDENTS WHO ARE COMPLETING OR COMPLETED A SCHOOL-BASED APPRENTICESHIP OR TRAINEESHIP (SAT)	
4	4
NUMBER OF STUDENTS AWARDED ONE OR MORE VOCATIONAL EDUCATION AND TRAINING (VET) QUALIFICATIONS	
45	45
NUMBER OF STUDENTS AWARDED A QUEENSLAND CERTIFICATE OF EDUCATION AT THE END OF YEAR 12	93
NUMBER OF STUDENTS AWARDED AN INTERNATIONAL BACCALAUREATE DIPLOMA	0
PERCENTAGE OF YEAR 12 STUDENTS WHO RECEIVED AN ATAR 90-99.85*	22%
PERCENTAGE OF YEAR 12 STUDENTS WHO RECEIVED AN ATAR 80-99.85*	59%
PERCENTAGE OF YEAR 12 STUDENTS WHO ARE COMPLETING OR COMPLETED A SAT OR WERE AWARDED ONE OR MORE OF THE FOLLOWING: QCE, IBD, VET QUALIFICATION	100%
PERCENTAGE OF QUEENSLAND TERTIARY ADMISSIONS CENTRE (QTAC) APPLICANTS RECEIVING AN OFFER	100%

* Based on students who consented for ATAR release.

Next Step

2025 Post-School Destinations

Coomera Anglican College

This is a summary of the post-school destinations of students from Coomera Anglican College who completed Year 12 and gained a Senior Statement in 2024. The results are from the *Year 12 Completers Survey*, which is conducted approximately six months after students completed Year 12.



For more information about the survey visit the *Next Step* website www.qld.gov.au/nextstep. Regional and statewide reports will be available from October 2025.



77.9% response rate

74 out of 95 Year 12 completers from this school responded to the 2025 survey.
Results may not be representative of all Year 12 completers at this school.

Post-school destinations



In 2025, 97.3% of Year 12 completers from Coomera Anglican College were engaged in education, training or employment in the year after they completed school.



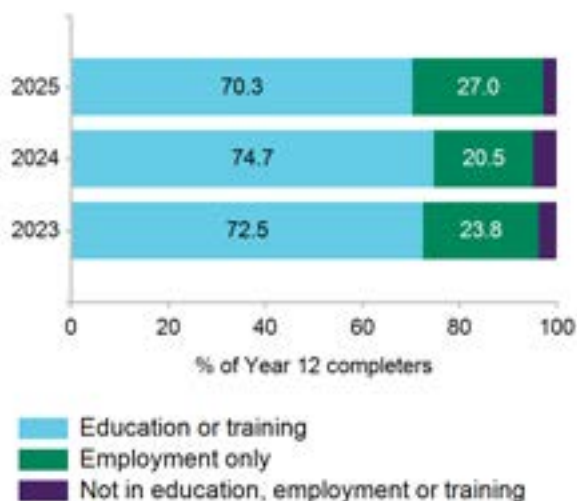
Of the 74 respondents, 70.3% continued in education and training. The most common study destination was bachelor degree.



A further 27.0% transitioned directly into paid employment only.

All Year 12 completers were assigned to a *main destination*. Respondents who were both studying and working are reported as being in education or training, including apprentices and trainees.

Engagement over time



Main Destination in 2025



Post school destination information is updated in September when the report is released.

Contact person for further information:

The Executive Assistant to the Principal can supply further information about our College policies.

Phone: (07) 5585 9900 or email: principal@cac.qld.edu.au.

Further details are also available on the College website.

Staff in our Enrolments Office can assist with a tour of the College Facilities or assist with enrolment enquiries.

Phone: (07) 5585 9900 or email: enrolments@cac.qld.edu.au

ANYTHING
is possible

Days Road Upper Coomera
Queensland 4209 Australia
+61 7 5585 9900
cac@cac.qld.edu.au

CRICOS Provider No 02423E



Anglican
Church Southern Queensland

The Corporation of the Synod
of the Diocese of Brisbane
t/a Coomera Anglican College