

# ANNUAL REPORT - 2025

2024 Year Performance





The Annual Report for the College is presented through six sections:

1. Descriptive Information
2. Key Student Outcomes
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4. Staff Information
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## 1. Descriptive Information

Matthew Flinders Anglican College takes its name in honour of one of Australia's most esteemed explorers, reflecting his vision, determination, and spirit of discovery. The College's guiding vision—*Educating for Excellence in Learning and Life*—captures the essence of Flinders' legacy and shapes the values we seek to nurture in our students. Through transformational learning experiences, we inspire our students to pursue academic excellence, cultivate a deep sense of humanity, and embrace their potential to make a positive impact on the world around them.

The College is an independent co-educational school established as a company limited by guarantee and affiliated with the Anglican Church through the Diocese of Brisbane.

The College is situated in Stringybark Road, Buderim, on the beautifully scenic Sunshine Coast, Queensland. Matthew Flinders Anglican College commenced with an original enrolment of 161 boys and girls in 1990. In 2024, it was one of Queensland's largest independent schools with over 1,400 enrolments.

Students attend the school from across the Sunshine Coast, extending to Noosa and Caloundra, from the coastline to the hinterland. The College is a co-educational day school catering for students from Prep through to Year 12. Additionally, the Flinders Early Learning Centre supports children from three-to six-years of age through creative Pre-Kindergarten and Kindergarten programs. The College has a reputation for high attainment, innovative learning and teaching, students who demonstrate courage, diligence and aspiration, a caring and committed staff, and a selfless Board.

### OUR GUIDING STATEMENTS

**Our School** We uphold the Christian character of our Anglican foundation in order to promote the spiritual and moral development of each student, based on compassion and service.

**Our Mission** Through transformational learning experiences, we inspire our students to achieve academic excellence, develop a profound sense of humanity and be motivated to create positive change in the world around them.

**Our Vision** To Educate for Excellence in Learning and Life.

**Our Values** **Compassion:** We are aware of suffering and are motivated to treat others with kindness, care and understanding.

**Courage:** We act bravely to overcome our fears, accept challenges and learn from our mistakes.

**Integrity:** We act with honesty, moral strength and grace, guided by humility and compassion.

**Respect:** We have a high regard for self and others, and for the wider community, and treat each other accordingly.

## THE COLLEGE IN 2024

Surrounded by boundless energy, passion, and a community deeply committed to growth, kindness, and excellence, 2024 was a year of learning and connection—as we continued to seek to strengthen our programs and our people for the benefit of all students. All of this has been carried through our Vision of Educating for Excellence in Learning and Life.

The 2024 ATAR results were very pleasing, with ‘success stories’ throughout the cohort. In any league table presented, the College retains its place as the best-performing school on the Sunshine Coast; this is mirrored with strong results in the Years 3, 5, 7 and 9 NAPLAN. The results serve as aspiration and inspiration for the rest of the College as they address the academic challenges and opportunities presented to them.

In 2024, our staff professional learning and signature academic focus across both the Primary and Secondary Schools centred on unifying our teaching and learning approach. This shared focus aimed to establish a common language of learning, grounded in evidence-based research drawn from the Science of Learning. At the heart of this work is an explicit teaching approach, which forms the foundation of the Flinders Teaching and Learning Framework—developed around four key pillars: Relationships, Agency, Mastery, and Purpose.

The co-curricular program at the College continues to expand, providing additional opportunities for the students. In the competitive aspect of these activities, Flinders students performed with distinction, be it on the sporting fields, on the stage, in the classroom or in other arenas of competition. Students attained outstanding results at national, state and regional levels across a variety of sports and activities. The willingness of staff to coach, manage and/or co-ordinate these activities should not be underestimated. Apart from the knowledge, enthusiasm and commitment of these people, the relationships that are forged between staff and students in these times are vital ingredients to the culture of the Flinders community.

The Wellbeing programs continue to focus on developing an age appropriate curriculum, underpinned by the introduction of The Resilience Project (Secondary School) and Grow Your Mind Wellbeing Program (Perspective Taking / Respectful Behaviours) in the Primary School, with the addition of utilising the Swinburne University Emotional Intelligence (EI) assessment conducted through the Swinburne University Emotional Intelligence Test – Early Years (SUEIT-EY).

The College continued to be a global member of the Round Square organisation during 2024. The IDEALS of Round Square are aligned with the College goals and aspirations and as such, opportunities for students to experience overseas and domestic conferences and exchanges, as well as service trips and the online exchange of ideas are many and varied. It is an addition to the already diverse lived education experiences available to the students (and staff) at the College.

The College continued its educational journey with the Indigenous culture and heritage of the area. Our Reconciliation Action Plan underpins our ongoing education in this space. The College continues to engage David Williams (Old Flinderian 2000) and his company Gilimbaa to lift the artwork developed in 2023 with the creation of a 2 minute Acknowledgement to Country video. As an Old Flinderian, David's passion for this project was obvious and his interaction with many stakeholders, including students, at the College during the research and development phase was enlightening and beneficial for all concerned.

Our commitment to excellence continues to earn national recognition, building on the 2023 achievement as Independent Primary School of the Year. In 2024, Flinders was recognised with an Excellence Award for ‘Innovation in Curriculum Design’ for our Year to RISE program and won a ‘Sustainable Programs’

award for the unique Flinders Farm. Also, impressively for the third year in a row, the College was recognised as a '5-Star Innovative School'. Such achievements exemplify our unwavering commitment to fostering a progressive yet rigorous learning environment that cultivates excellence and drives innovation.

Finally, we are blessed with beautiful grounds and value the continued improvements that are made in this area. Indeed, none of the wonderful achievements that are celebrated daily are possible without the commitment from the hard-working and dedicated staff at the College. The success of Flinders is driven by their energy, loyalty and willingness to seek improvement in all that they do. We are fortunate to have such highly professional staff. Matthew Flinders Anglican College is highly successful in educating young people, providing an outstanding holistic education that prepares its students for life. I thank the staff, students and parents for their contribution in ensuring we continue to flourish as a school that educates for excellence in learning and life.

## MASTER PLAN

In 2024, the opening of the much anticipated Infinity Centre has enhanced the learning opportunities for students undertaking studies across Visual Arts, Business and Design and Technology Departments. The Infinity Centre features a range of cutting-edge spaces, resourced with quality equipment and technologies, including one gallery, one pitching space, four co-labs, one virtual reality and robotics room, five design studios, three tech labs, one clean tech space, two kitchen laboratories and two workshop spaces.

The College remains committed to delivering excellence through the provision of high-quality, functional, and purpose-designed facilities that enhance teaching and learning outcomes. In 2024, the College undertook a review of its Master Plan in preparation for the next phase of campus development. This strategic process involved extensive consultation with College Leadership Teams to identify and prioritise key projects over the coming five years. Importantly, the revised plan positions the College to leverage the opportunities presented by the 2032 Olympic and Paralympic Games in South East Queensland and the changing demographic on the Sunshine Coast, and demands for Primary Schools and Early Learning Centres.

## 2. Key Student Outcomes

The average student attendance rate as a percentage in 2024 was 92.20%. Student attendance for each year level is noted below:

Year Level	Attendance Rate
P	92.72%
1	93.32%
2	93.17%
3	93.01%
4	93.17%
5	92.98%
6	91.58%
7	92.61%
8	91.94%
9	90.49%
10	90.22%
11	89.99%
12	93.35%



In the Primary School, families are contacted if students are absent with no explanation. Frequent late arrivals are addressed by the Head of Sub-School or the Head of Primary. Absences are recorded on semester reports.

In the Secondary School, electronic rolls are completed for each timetabled lesson throughout the day. If a student is absent from school without explanation, administration staff contact the parent/guardian via SMS to seek an explanation. The number of student absent days and late arrivals are recorded on semester reports.

### NAPLAN Results

The results from the Years 3, 5, 7 and 9 NAPLAN tests in 2024, as in most years, are above national averages in all areas of numeracy and literacy. The average NAPLAN score for all students at the College in each domain, compared to the average score of students in Australia for that domain, is outlined below:

Reading				
	Year 3 (2024)	Year 5 (2024)	Year 7 (2024)	Year 9 (2024)
Average Score (School)	488	550	596	602
Average Score (National)	404	492	535	565
Writing				
	Year 3 (2024)	Year 5 (2024)	Year 7 (2024)	Year 9 (2024)
Average Score (School)	451	527	599	616
Average Score (National)	416	485	540	574
Spelling				
	Year 3 (2024)	Year 5 (2024)	Year 7 (2024)	Year 9 (2024)
Average Score (School)	453	515	565	578
Average Score (National)	401	487	540	567
Grammar and Punctuation				
	Year 3 (2024)	Year 5 (2024)	Year 7 (2024)	Year 9 (2024)
Average Score (School)	503	561	596	608
Average Score (National)	409	498	537	555
Numeracy				
	Year 3 (2024)	Year 5 (2024)	Year 7 (2024)	Year 9 (2024)
Average Score (School)	465	539	597	616
Average Score (National)	404	489	540	565

## Year 12 Outcomes

The academic curriculum at Matthew Flinders Anglican College is primarily designed to maximise a student's individual potential to broaden their opportunities for study at a tertiary level and to equip them with the skills to best prepare them for success in their life beyond Flinders.

- All Year 12 students were eligible for an ATAR (compared to the State eligibility of 51%).
- The 2024 cohort achieved a median ATAR of 89.28 (compared to the State median of 80), with 88% of the cohort sharing their ATAR data. We have estimated just under half the cohort have achieved results in the top 10% of the state.
- The College Dux was one of 35 Queensland students to be awarded a Distinguished Academic Achievers Award for achieving an ATAR of 99.95.
- 16 students secured an impressive straight-A score for every one of their subjects.
- Nine students achieved a perfect score of 100% for a subject, including one student who achieved 100% across two subjects and one student who achieved 100% across three subjects.

**Table of Comparisons**

Year	99.95	99 & above	98 & above	95 & above	90 & above	80 & above	Median ATAR	Total/ shared
2022	1	10 (9.71%)	21 (20.39%)	40 (38.9%)	62 (60.2%)	81 (78.7%)	92.3	141 (113 / 80%)
2023	1	18 (14.52%)	25 (20.16%)	34 (27.42%)	68 (54.84%)	104 (83.87%)	90.55	147 (124 / 84%)
2024	1	4 (3.23%)	12 (9.68%)	25 (20.16%)	56 (45.16%)	105 (84.68%)	89.28	140 (124 / 88%)

The following outcome data is issued by the QCAA and QTAC:

OUTCOMES FOR YEAR 12 STUDENTS, 2024	
Total number of Senior Certificates awarded	140
Total number of ATAR-eligible students	140
Percentage of student results shared with College	88%
Number of students who achieved ATAR 98+	9.68%
Percentage of students who achieved ATAR 90+ (State average was 25%)	45.16%
Number of students awarded one or more VET qualifications	16
Percentage of students awarded a QCE or awarded a Vocational Education and Training (VET) qualification	100%
Total number of students who applied for a Semester 1 tertiary place through Queensland Tertiary Admissions Centre (QTAC), interstate or overseas	129
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer	98.33%

## Destinations for Year 12, 2024

At the time of publishing this School Annual Report, the results of the 2024 post-school destinations survey, "Next Steps – Student Destination Report", for the College were not available. Information about these post-school destinations of students will be uploaded to the College website in September, after release of the information.



### 3. Co-Curricular Activities

The College offers an appealing array of co-curricular activities. All members of staff, along with a number of parent support groups in various sports and activities, have significant involvement in the co-curricular program.

Special co-curricular academic activities are offered in the Primary and Secondary Schools where students are able to participate in the Tournament of Minds Program and a range of other extension programs, including Readers' Cup, Chess, Debating, Coding Club and the Da Vinci Decathlon. Other areas of student participation in local and regional extension activities included Writers Group, Chess tournaments, the Environment Committee and the Interact Club.

#### PRIMARY CO-CURRICULAR ACTIVITIES

##### Music

Flinders Band (Years 3 - 6)	Flinders Choir (Years 4 - 6)	Flinders String Orchestra (Years 4 - 6)
Flinders Voices (Years 5 - 6)	Junior Primary Choir (Years 1 - 3)	Poco Strings (Years 1 - 3)
Rock Band (Years 4 - 6)	Vivace Strings (Years 4 - 6)	

#### Sunshine Coast Independent Schools Sports Association (SCISSA) – Years 4-6

AFL	Athletics*	Basketball
Cross Country*	Handball	Mountain Biking
Netball	Rugby 7s	Soccer
Swimming	T20 Cricket	Touch Football
Volleyball	Water Polo	

\*Can progress to district, regional and state competitions.

##### Other Activities

Abstract Painting	Board Games - Past & Present	Cartooning
Chess Club	Clay Handbuilding	Coding Club (Awbie)
Critical and Creative Thinking	Jewellery Club	Just Dance (Esports)
Digital Art and Illustration	Drama-Rama	Drawing and Sketching
Edible Garden Club	Forest Friends	French Club
Fimo - 3D Figures	Godly Play	Inspiring Interiors
Japanese Anime Club	Jewellery Club	Keep it Simple Fishing Techniques
Lego Club	Maker Space	Mario Karts (Esports)
Microbit Car Project	Pen Pals	Procreate (TECH)
Public Thinking	RoboRave	Round Square Ambassadors
Sketches School	Student Staff Council/Round Square Committee	Tinker Club
WOW Wednesday		

#### Junior Primary Modified Sports

Aquathlon	Basketball	Cricket
Gymnastics	Hockey	Kick Start Your Day
Mountain Biking	Netball	Rugby
Running / Athletics	Sprint & Long Jump	Tactical Wide Games
The Perseverance Club	Touch	Triathlon
Zinger Cricket		

## SECONDARY CO-CURRICULAR ACTIVITIES

### Music

Brass Ensemble	Wind Symphony	Chamber Voices
Saxophone Ensemble	Capriccio Strings	Lumina Voices
Percussion Ensemble	College String Orchestra	Touring Choir
College Band	Symphony Orchestra	Man Choir
Middle School Jazz Band	Contemporary Voices	College Chorale
Stage Band	Contemporary Singers	Musical Orchestra

### Secondary Interschool Team Sports

Australian Rules Football	Basketball	Cricket
Equestrian	Hockey	Mountain Biking
Netball	Rugby Union	Volleyball
Water Polo		

### Secondary SCISSA

Athletics	Cross Country	Football (Soccer)
Rugby 7s	Swimming	Tennis
Touch Football	Volleyball	

### Secondary School Sport Representative Pathway

Australian Football	Basketball	Cricket
Cross Country	Football (Soccer/Futsal)	Hockey
Netball	Rugby League	Rugby Union (incl 7s)
Surfing	Swimming	Touch
Track & Field	Triathlon	Volleyball
Water Polo		

### Dramatic Arts

Senior School Production <i>The Three Musketeers</i>	Secondary Shakespeare <i>Twelfth Night</i>	Secondary School Cabaret <i>Chicago</i>
Dramatic Arts Melbourne Tour	Middle School Play <i>The Snow</i>	Flinders Youth Theatre <i>The Beast of Flinders</i>
Flinders Dance Showcase		

### Other Activities

Chess	Da Vinci Decathlon	Flinders Dance
Debating	Duke of Edinburgh's Award	E-Sports
Electric Vehicle	Environment Club	French Club
Future Problem Solvers	Innovation Club	Peer Tutoring
Readers' Cup	Reconciliation Action Plan Group	Rock Climbing
Science Club	Tech Team	Technology Club
Writers' Club	Young Entrepreneurs	



## MUSIC PROGRAM

The 2024 academic year was a vibrant and enriching one for the Music Department at Matthew Flinders Anglican College. From classroom learning to concert performances, our students demonstrated outstanding growth, creativity and passion for music. The wide range of opportunities across the P–12 spectrum allowed each student to develop their musical abilities, collaborate with others, and shine on stage.

Students from Prep to Year 12 engaged in a diverse and dynamic classroom music program. In the Primary School, Prep and Year 1 students explored the foundations of rhythm through singing, movement and percussion. Year 3 and Year 5 students extended their understanding of musical concepts through instrumental studies on recorders and ukuleles respectively. The Year 2 String Immersion Program provided each student in the cohort with the opportunity to undertake their first instrumental study, building musical skills while also developing personal care and responsibility through looking after their instrument. The six-month Year 4 Wind and Brass Immersion Program built on these foundational skills, with selected students participating in group tuition on flute, clarinet, saxophone, trumpet or trombone. Both immersion programs saw a significant number of students continue their musical journey by transitioning into individual instrumental lessons within the College's Instrumental Music Program.

In the Secondary School, students furthered their curriculum music studies through the exploration of music theory, composition, musicology and performance practice, developing a deeper understanding of music as both an art form and academic discipline. The integration of digital music tools and practical performance assessments further supported creativity and skill development.

Our Instrumental Music Program continues to thrive, with over 500 students receiving individual lessons each week across woodwind, brass, strings, percussion, piano, guitar and voice. This reflects a strong and ongoing commitment to musical excellence across the College. Many of these students undertook AMEB examinations throughout the year, achieving excellent results and recognition for their dedication. The Term 1 Secondary Music Camp was once again held at the Alexandra Park Conference Centre, where students in Years 7–12 participated in an intensive weekend of rehearsals, ensemble preparation, and musical development. The weekend also provided opportunities for social connection and fun, including the ever-popular Saturday night progressive dancing. The camp was a formative and inspiring experience, strengthening musicianship and ensemble cohesion while laying the foundation for a successful year of music-making. The College's music ensembles, including bands, choirs and orchestras, were active and visible throughout the year. Weekly rehearsals fostered teamwork, discipline and musical growth, and performances at assemblies, awards ceremonies, community events and our concert series were met with great acclaim.

A major highlight was our success at the Sunshine Coast Junior Eisteddfod, with over 300 Flinders students participating across solo, duet, trio, small ensemble and large ensemble sections. The College was once again recognised as the leading music school in all large ensemble categories. All Secondary ensembles placed first in their respective divisions, while Primary ensembles achieved outstanding results, placing 1st, 2nd or 3rd in every category entered.

The Secondary Musical Production of "Charlie and the Chocolate Factory", staged in Term 1, showcased the exceptional talent of our students. Principal, supporting and ensemble roles were filled by students from our co-curricular vocal program, while twenty students from the co-curricular band and string program formed the orchestra, performing the full Broadway score with skill and professionalism.

We were also delighted to offer several of our most talented students the opportunity to audition for and participate in the Queensland Symphony Orchestra Prodigy Program. These students attended

workshops and rehearsals with QSO musicians and performed in professional-level ensembles. The experience was transformative and has inspired many others to strive for similar opportunities in the future.

The future of music at Matthew Flinders Anglican College is bright. We remain committed to nurturing the musical potential of every student, whether they are beginning their journey in the early years or preparing for tertiary pathways in the senior years. We extend our sincere thanks to our dedicated music staff, our 30 instrumental tutors, the administrative team, and most importantly, the 500-plus students who undertake weekly instrumental lessons, along with their families, for their ongoing support, passion and enthusiasm.

## CHAPLAINCY

Matthew Flinders Anglican College supports the Anglican heritage of the College and seeks to nurture and maintain a positive association with the local parishes, especially St Mark's Anglican Church, Buderim and St Peter's Anglican Church, Maroochydhore.

The College employs a College Chaplain as a full-time member of staff. Such an appointment enhances the capacity for worship and service by our students and staff. The Chaplain conducted regular cohort and House services across both sub-schools, with keen participation from students and staff. Other opportunities for worship and reflection were also provided throughout the College. Regular Wednesday morning Eucharist services were offered, as were once-a-month Sunday services, both in term time. Some highlights included:

- the inception of House Day Chapel services in the Secondary School, whereby each of the eight houses have one celebratory day a year, which includes a worship service developed in collaboration with the respective Head of House;
- the P-12 Easter Service at the end of Term 1;
- a service on Pentecost Sunday, 19 May, for which Bishop Bill Ray (locum Bishop of the Northern Region) visited the College to celebrate three Baptisms, the Admission to Holy Communion of 10 children and the Confirmation of one parent and three Year 8 students;
- the continuing growth of *Messy Church* as the occasional Sunday service offering;
- special services that mark a rite of passage for our students - Year 7s entering high school and the Valedictory Service for graduating Year 12s just prior to their external exams;
- the P-12 Christmas Service;
- the Community Carols and Reflections, at the end of the school year, which saw an attendance of more than 350 people;
- the staff end-of-year service, including Holy Communion, together with a staff nativity play, which has become somewhat of a tradition that is eagerly anticipated by staff;

The whole College also gathered for the customary ANZAC Day and Remembrance Day services, planning for which is very ably led by various other staff members across the school.

The Chapel has become the natural place of solace and memorial for the College community. Throughout the school year, students and staff come here to light a candle and pray, at a time of loss or need, or to retreat there as a sacred space of quiet. This was particularly poignant following the tragic death of one of our Year 6 students, Gurmantar Gill in July.

As part of the Find My Spark co-curricular program in the Primary School, Godly Play continued to be offered to students as a regular activity on most Friday afternoons after school. In September, the open shelves housing the Godly Play story materials were permanently set up against the sanctuary wall, making the set-up for Friday afternoons much easier. – As planned, Godly Play was very successfully woven into the Religious and Values Education (RAVE) lessons in Years 1 and 2 in Semester 1 of 2024.



However, as a result of unfortunate staff changes in the Primary School this could not continue in the second semester because the replacement RAVE teacher is unfamiliar with the method. It remains to be seen whether the specialist RAVE teacher resumes her role in 2026, and we continue to establish the use of Godly Play in the curriculum.

The strong commitment to service across the College continued to grow in 2024. A program of social justice provided opportunities for students to engage in practical acts of service or giving while the Chaplain helped to facilitate service-learning across the campus. Collecting Containers for Change in the Primary School continues to grow, and the support of Staff Student Council (SSC) representatives in Year 3 to help gather and sort containers across the campus each week, is very helpful. The funds generated in this way continued to be used to boost funds for buying ingredients for meals to be cooked for the Anglican Parish of Maroochydore (St Peter's) Community Meal. While our contributions to this community service were curtailed in 2024 due to significant changes in the catering department, all augurs well for the College to expand this service in 2025.

Oliphant House students in the Secondary School, have also connected with the Maroochydore Parish, whereby they bake regularly to support the morning teas of the two weekly *Mainly Music* groups St Peter's offers to families with young children.

The CARE Committee, one of the Secondary School co-curricular groups, consolidated itself in its second year of existence. 'CARE' being an acronym for 'Community And Religious Engagement', members of this group looked for ways to nurture care and welcome both on campus and beyond. Some of the activities they engaged in were to make pancakes for the whole Secondary School on Shrove Tuesday, to bake for the refugee program the College hosted in the September holidays (see below), and to assist in running Messy Church.

Social justice efforts included the College's partnership with the Buddies Refugee Support Program on the Sunshine Coast, with Matthew Flinders Anglican College offering its rooms as the venue for their *Living in Australia Program*, offered during the September holidays. Several students, staff and parents offered their time to welcome participating refugees, including providing water safety at the excursion to the beach. It was a particular joy to note several Flinders families opening their homes to billet refugee families so that they could participate in the program. Thanks must also go to Mr Patrick Morrow, Mr Nathan Waters and Mr George Saleh who made themselves available to offer a session for the teenage participants, involving laser cut creations. The strong connection forged with Buddies along curriculum lines with Year 6 students has grown from strength to strength, with Dr Lesley Willcoxson again coming in to guide students in understanding the multi-faceted circumstances of being a refugee and arranging visiting refugees to tell their stories. The concluding Expo and Film Screening of this unit to which parents are invited, is always very moving.

Our connection with the Leichhardt-Chinchilla Anglican Mission District continues in a small way with groups of Year 9 students visiting communities in the Western Downs as part of the Year to RISE Discovery Tours.

Many other appeals were organised across the sub-schools, with student-led projects by the Student-Staff Council/Round Square Ambassadors in the Primary School, as well as the year-long fundraising efforts by the Secondary School Prefects for their chosen charity *Little Windmills*. Other initiatives incorporated a whole College approach, such as supporting Anglicare's Christmas Hamper Appeal in Term 4.

We are grateful to the local Anglican Parishes, various volunteers and key staff at the College for their support of the spiritual life of the College community during the course of 2024.

## COMMUNITY

The culture which exists within the College community helps define Matthew Flinders Anglican College and provides the best possible environment for the students to achieve and learn in a safe and supportive framework.

The College has a very strong commitment to Child Protection and has adopted the Student Protection Policy developed by Independent Schools Queensland (ISQ). In addition, the College has developed and implemented a Child & Youth Risk Management Strategy to ensure its practices and procedures, including those relating to the employment of staff, promote the wellbeing of children and protect them from harm.

The College has trained School Protection Officers, including the Primary and Secondary Counsellors who are employed as full-time members of staff and work across the Primary and Secondary Schools, liaising with students, parents and staff to provide both safety and wellbeing support to students.

The Board of Directors and the four Board sub-committees are well-represented by parents and members of the local community.

The parent community involvement is prevalent across the College and includes the Parents and Friends Association, and supporter groups of various co-curricular activity groups, including sport and music, classroom and reading volunteers, coaches and supporters.

Further information about the College may be obtained through the Admissions office at [admissions@mfac.edu.au](mailto:admissions@mfac.edu.au).

## 4. Staff Information

The College's workforce in 2024 including staff at the Flinders Early Learning Centre, is characterised by a balanced mix of teaching and non-teaching staff, significant educational qualifications among the teaching staff, and a diverse age and tenure profile. The gender distribution shows a higher proportion of female staff, which aligns with trends in educational institutions. This diverse and highly qualified team is well-positioned to support the College's strategic and operational objectives. Further details on specific qualifications of teaching staff can be requested from the Principal's office.

### Workforce composition (Headcount)

Permanent and Fixed Term Staff Headcount in 2024: **275**

Teaching Staff - 126

Non Teaching Staff - 149

	Permanent	Fixed Term
<b>Full-time</b>	95	57
<b>Part-time</b>	86	37
<b>TOTALS</b>	<b>181</b>	<b>94</b>

### Teaching staff qualifications

Qualification	Number by qualification	Percentage of classroom teachers and school leaders at the College
<b>Doctorate</b>	3	2.38%
<b>Masters</b>	21	16.66%
<b>Bachelor Degree</b>	89	70.63%

### Workforce Age

Age of staff	Number	%
20 - 29	16	6%
30 - 39	36	14%
40 - 49	95	36%
50 - 59	88	33%
60+	30	11%

### Gender

Male	Female
79	186
29%	71%

### Workforce Tenure

Years of Service	Number	%
1 - 3 Yrs	108	39%
4 - 6 Yrs	44	16%
7 - 9 Yrs	36	13%
10 - 15 Yrs	38	14%
15+	52	18%

In 2024, 289 staff, both teaching and administration, participated in external professional development across a total of 370 sessions.

The total funds expected on teacher professional development in 2024 was \$159,585; \$109,364 in 2023; \$138,034 in 2022; \$85,229 in 2021; and \$93,620 in 2020. This excludes non-teaching staff professional development or the cost of wages and replacement teachers.

## 5. Funding Information

Information about College income broken down by funding source may be found on the My School website <http://www.myschool.edu.au/>

## 6. Organisational Structure

The College is governed by a Board of Directors with delegation for the day-to-day management of the College given to the College Principal. The Board has four sub-committees to inform and oversee areas of Strategy and Risk, Audit and Governance, Building and Grounds, and Nominations and Remuneration.



The Principal leads a four-person Executive and has an expanded College Leadership Team (CLT) to assist in the leadership and management of the College. Operational plans for each sub-school and areas such as curriculum, learning and teaching, innovation and financial and facilities management are developed annually. These set the direction for the ensuing twelve-month period and are informed by the five-year Strategic Plan.

Heads of Department, Heads of House (Secondary), Year Level Coordinators (Primary), College Counsellors and other middle management positions report to members of the CLT.

The College Chaplain is an ordained priest and sits outside of the formal organisational structure, such is the all-encompassing pastoral and spiritual role of the position.

Any queries relating to this Annual Report 2024 may be directed to the Principal, Ms Michelle Carroll, [principal@mfac.edu.au](mailto:principal@mfac.edu.au) or through 07 5477 3200.

**Michelle Carroll**

**PRINCIPAL**

*June 2025*





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*"Surrounded by our past, united by our future." Artwork by David Williams of Gillingimbaa.*