

ANNUAL REPORT - 2026

2025 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 2025, 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 2025

Energised by a vibrant and caring community, 2025 was a year of meaningful learning, strong relationships, and purposeful growth. This year has provided an opportunity to commemorate a significant milestone in our College's history: 35 years of education, growth and connection. From humble beginnings in 1990, with just 161 students and 20 staff, Flinders has flourished into a vibrant community of over 1,440 students and 250 dedicated staff members.

As we sought to continually enhance our programs and invest in our people, our focus remained firmly on creating the best possible outcomes for students. Underpinning these efforts was our Vision of *Educating for Excellence in Learning and Life*, which continues to shape our aspirations, decisions, and daily practice.

The College celebrated another year of excellent academic outcomes in 2025, with ATAR results reflecting strong achievement across the graduating cohort. A third of the Flinders cohort achieved an ATAR above 95, placing them in the top 5 per cent of the State, and more than 60 per cent of students achieved an ATAR of 90 and above. We also had 22 students receive a Premier's QCE Certificate of Academic Commendation for achieving an A in at least six General subjects, and 15 students awarded a Premier's QCE Subject Achievement Commendation for achieving the highest result in Queensland in at least one subject.

Consistently high performance in external measures, including NAPLAN across Years 3, 5, 7 and 9, continues to position the College among the highest-performing schools on the Sunshine Coast. These achievements not only recognise the efforts of our students and staff but also provide a benchmark of excellence that inspires all learners to pursue their personal best.

A significant focus in 2025 was the ongoing development of a unified approach to teaching and learning across the College. Through targeted professional learning, staff engaged with evidence-based practices informed by the Science of Learning theories, fostering greater consistency and coherence in teaching strategies from Prep to Year 12. This work is embodied in the Flinders Teaching and Learning Framework, which places explicit teaching at its core and is built upon the pillars of 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 continued 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 2025. 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.

In 2025, Matthew Flinders Anglican College received national recognition as a '5-Star Best' School in Australia by The Educator. Additionally, the College's new campus precinct, The Green, won the Landscaping/Outdoor Learning Area award at the Learning Environments Australasia Design Awards. These achievements build on the College's recent accolades, including being named a 5-Star Innovative School and winning the 5-Star Sustainable Programs Award for its Flinders Farm in 2024.

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

The Flinders Master Plan is aimed at planning for the future by advancing the development of the campus and providing a dynamic, future-focused learning environment for our students and staff.

In 2025, the Flinders Master Plan oversaw the construction of the new Primary Science Lab, which opened for learning in January 2025, and the redevelopment of the Secondary Science Precinct. These contemporary facilities enhance both practical and theoretical learning experiences, positioning students for success in the fields of science.

The Secondary Science Precinct project included the refurbishment of science laboratories in J Block, the delivery of a signature chemistry laboratory, improved preparation areas for lab technicians' use, centralised heating and cooling, laboratory upgrades and fit-out, and facility enhancements to improve accessibility.

The existing Marine Biology Labs in Q Block (located behind the Sports Centre and adjacent to the Flinders Farm) were refurbished to operate as a dedicated examination centre.

Building on the successful integration of the Science facilities, Year 7 students and staff welcomed the opportunity to return to The Cottages, situated beside the Tennis Courts and Anthony Vincent Oval. These areas were upgraded with new lockers, furniture, landscaping and outdoor seating over the 2024/2025 summer break.

The College was grateful for the financial support that enabled the creation of *The Cove*, located adjacent to the Secondary School Canteen. This valuable addition provides students with an enhanced recreational space, including much-needed shelter and comfort during periods of inclement weather.

The College continued its strategic program of staff workspace renewal, with significant refurbishments undertaken within the Primary Administration Building and the Science and Humanities Departments. These upgrades have enhanced the functionality, amenity, and professional working environments for staff.

To support our students' physical development and wellbeing, the College is redeveloping the Sports Precinct. The work will commence in 2026 and initially includes the construction of a new Strength and Conditioning Centre, designed to support every Flinders athlete, whether they are training for elite competition or simply aiming to build a healthier stronger self.

Additionally, the indoor Sports Centre will undergo resurfacing, ensuring top-quality facilities for our Health and PPhysical Education programs, sports teams and co-curricular activities. Our aim is to provide spaces that support high-performance athlete training and competition while accommodating general fitness and wellbeing for our entire school community.

2. Key Student Outcomes

The average student attendance rate as a percentage in 2025 was 92.45%. Student attendance for each year level is noted below:

| Year Level | Attendance Rate |
|------------|-----------------|
| P | 95.26% |
| 1 | 93.07% |
| 2 | 93.35% |
| 3 | 93.09% |
| 4 | 93.74% |
| 5 | 93.20% |
| 6 | 92.87% |
| 7 | 93.32% |
| 8 | 91.65% |
| 9 | 90.50% |
| 10 | 90.23% |
| 11 | 90.84% |
| 12 | 90.78% |

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 2025, 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 (2025) | Year 5 (2025) | Year 7 (2025) | Year 9 (2025) |
| Average Score (School) | 472 | 551 | 608 | 618 |
| Average Score (National) | 402 | 492 | 538 | 568 |
| Writing | | | | |
| | Year 3 (2025) | Year 5 (2025) | Year 7 (2025) | Year 9 (2025) |
| Average Score (School) | 463 | 539 | 607 | 637 |
| Average Score (National) | 414 | 480 | 538 | 575 |
| Spelling | | | | |
| | Year 3 (2025) | Year 5 (2025) | Year 7 (2025) | Year 9 (2025) |
| Average Score (School) | 452 | 518 | 584 | 599 |
| Average Score (National) | 405 | 487 | 542 | 569 |
| Grammar and Punctuation | | | | |
| | Year 3 (2025) | Year 5 (2025) | Year 7 (2025) | Year 9 (2025) |
| Average Score (School) | 494 | 580 | 622 | 640 |
| Average Score (National) | 408 | 497 | 539 | 559 |
| Numeracy | | | | |
| | Year 3 (2025) | Year 5 (2025) | Year 7 (2025) | Year 9 (2025) |
| Average Score (School) | 453 | 559 | 616 | 640 |
| Average Score (National) | 405 | 492 | 545 | 573 |

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.

- The 2025 cohort achieved a median ATAR of 92.28, with 77% of the cohort sharing their ATAR data. We estimate that half of the 2025 cohort have achieved results in the top 10% of the state. The median subject score across all subjects was 87%.
- The College Dux received an ATAR of 99.90.

- 31 students secured an impressive straight-A score for every one of their subjects, a College record.
- 24 students achieved a perfect score of 100% for a subject, including three students who achieved 100% across two subjects and three students who achieved 100% across three subjects.
- Despite receiving 77% of shared ATAR data, the year-on-year trend data indicates the 2025 cohort achieved very strong results, with 66 students achieving above an ATAR 90.

Table of Comparisons

| Year | 99.95 | 99 & above | 98 & above | 95 & above | 90 & above | 80 & above | Median ATAR | Total/ shared |
|------|-------|----------------|----------------|----------------|----------------|-----------------|-------------|----------------------|
| 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%) |
| 2025 | 0 | 16 (14.29%) | 22 (19.64%) | 36 (32.14%) | 66 (58.93%) | 99 (88.39%) | 92.28 | 142 (112 / 78.9%) |

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

| OUTCOMES FOR YEAR 12 STUDENTS, 2025 | |
|---|--------|
| Total number of Senior Certificates awarded | 145 |
| Total number of ATAR-eligible students | 142 |
| Percentage of student results shared with College | 78.9% |
| Number of students who achieved ATAR 98+ | 22 |
| Percentage of students who achieved ATAR 90+ (State average was 24%) | 58.93% |
| Number of students awarded one or more VET qualifications | 19 |
| Percentage of students awarded a QCE or awarded a Vocational Education and Training (VET) qualification | 98 |
| Total number of students who applied for a Semester 1 tertiary place through Queensland Tertiary Admissions Centre (QTAC), interstate or overseas | 90 |
| Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer | 84 |

Destinations for Year 12, 2025

At the time of publishing this School Annual Report, the results of the 2025 post-school destinations survey, "Next Steps – Student Destination Report", for the 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 4 - 6) | Junior Primary Choir (Years 1 - 3) | Poco Strings (Years 1 - 3) |
| Foundation Band (Year 4) | Flinders Choir (Years 4 - 6) | Flinders String Orchestra (Years 4 - 6) |
| Rock Bands (Years 4, 5 and 6) | Flinders Voices (Years 5 - 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 | Capriccio Strings | Contemporary Singers |
| Saxophone Ensemble | College String Orchestra | Contemporary Voices |
| College Band | Symphony Orchestra | Chamber Voices |
| Jazz Band | College Chorale | Touring Choir |
| Stage Band | Man Choir | Musical Band |
| Wind Symphony | Lumina Voices | |

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

| | | |
|---|--|--|
| College Production <i>The Three Musketeers</i> | Shakespeare on the Green <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 | Flinders Dance Sydney Tour <i>Australian Dance Festival</i> | |

Other Activities

| | | |
|----------------|-------------------------------------|----------------|
| Chess | Da Vinci Decathlon | Flinders Dance |
| Debating | Duke of Edinburgh's Award | E-Sports |
| Round Square | Environment Club | French Club |
| CARE Committee | Innovation Club | Japanese Club |
| Readers' Cup | Reconciliation Action Plan Group | Rock Climbing |
| Writers' Club | Dramatic Arts Technical Team | Peer Tutoring |

MUSIC PROGRAM

The 2025 academic year was one of exceptional energy, achievement and growth for the Music Department at Matthew Flinders Anglican College. Across classroom programs, instrumental tuition, co-curricular ensembles and public performances, students from Prep to Year 12 engaged in rich and varied musical experiences that fostered creativity, technical development and collaboration. Music continued to play a vital role in the life of the College, providing students with meaningful opportunities to develop confidence, discipline and artistic excellence.

Across the Primary School, students developed strong musical foundations through an engaging sequential curriculum. Prep and Year 1 students established early musical literacy and confidence, while students in Years 3 and 5 continued to broaden their musical understanding through recorder and ukulele programs. Immersion Programs remained a defining feature of the curriculum, with Year 2 students undertaking their first instrumental study through the String Immersion Program, fostering not only foundational musicianship but also personal responsibility through instrument care. In Year 4, 2025 saw an expansion from a 6 month Wind and Brass Immersion Program into a year long Music Immersion Program, further enriched through the addition of vocal study. These initiatives continue to provide an important pathway for the significant number of families who wish to engage in the College's Instrumental Music Program, with many students electing to pursue ongoing private music tuition.

In the Secondary School music curriculum, students deepened their engagement with music through performance, composition, and musicology studies. Learning experiences challenged students to think critically, refine creative practice and develop increasingly sophisticated technical skills. The continued integration of digital music technologies further enhanced learning, equipping students with contemporary tools for composition, recording and production.

The College's Instrumental Music Program remained a significant strength in 2025, with more than 500 individual lessons delivered weekly across brass, guitar, percussion, piano, strings, woodwind and voice. This sustained level of engagement reflects the strength of the music culture across the College and the commitment of students and families to private music lessons. Many students elected to undertake external assessment through the Australian Music Examination Board, achieving excellent outcomes, demonstrating both diligence and high levels of musical accomplishment.

The College's bands, choirs and orchestras maintained a strong and visible presence throughout the year, contributing significantly to the cultural life of the school community. Through regular rehearsals and performances at assemblies, ceremonies, community events and the concert series, students demonstrated discipline, teamwork and artistic growth while representing the College with distinction.

The Term 1 Secondary Music Camp remained an annual highlight. Students in the Secondary College participated in an intensive program of rehearsals, ensemble development and musical preparation at the Alex Park Conference Centre. Beyond the rehearsal space, the camp fostered camaraderie, resilience and connection among students, helping to establish strong ensemble culture and momentum for the year ahead. Experiences such as these remain central to the development of confident, collaborative young musicians.

The College achieved outstanding success at the 2025 Sunshine Coast Junior Eisteddfod, with 261 students participating in the Band, Choir and String large ensemble sections with a further 103 students competing in solo, duet, trio, quartet and small ensemble categories. The College secured first place in every large ensemble division and achieved placings in every primary section. In the small ensemble divisions, all Flinders ensembles achieved first place, including the Brass Ensemble, Capriccio Strings, Chamber Voices, Flinders Voices and Vivace Strings. Individual student achievements were equally noteworthy, with College musicians awarded the Senior Vocal Championship, Senior Brass and

Woodwind Championship, and the Senior Piano Championship. These results reflect the depth of talent within the program and the dedication of both students and staff in pursuing musical excellence, and truly identify Flinders as the Premiere Music School on the Sunshine Coast.

Looking ahead, the future of music at Flinders remains exceptionally strong. The College continues to foster a culture in which every student is encouraged to discover, develop and extend their musical potential, from early exploration in the primary years to advanced performance and tertiary pathways in the senior years. We extend sincere appreciation to our dedicated music staff, instrumental tutors and administrative team for their expertise, care and commitment throughout the year. Above all, we acknowledge the enthusiasm and perseverance of our students, together with the ongoing support of families, whose partnership continues to shape the vibrant and thriving musical culture of the College.

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, Maroochydore.

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 continuation 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 Whole College Easter Service at the end of Term 1.
- The Whole College ANZAC Day Service.
- A service on Pentecost Sunday, 8 June, for which Bishop Sarah Plowman (Bishop of the Northern Region) visited the College to celebrate two Baptisms, the Admission to Holy Communion of 2 children and the Confirmation of 2 Secondary School students.
- The introduction of collaborating with the Anglican Parish of Buderim in planning and offering an All Age Service at St Mark's church on the first Sunday of each month. This service now takes the place of the once-a-month service being offered in the Flinders Chapel. Instead, the College community is invited to an intergenerational service on the first Sunday of every month throughout the year. Both members of the College and parish are invited to contribute to parts of the service.
- The continuing growth of *Messy Church* as the occasional Sunday service offering, still held at the Flinders Chapel.
- Special services that mark a rite of passage for our students - Year 7s entering high school, Year 12 commencing their final year of schooling, the Valedictory Service for graduating Year 12s, years just prior to their external exams; and Year 9 students concluding the Year to RISE program and entering the senior years.
- The Whole College Remembrance Day Service, especially the first display of a hand-made poppy display, created in community effort across the College.
- The Community Carols Service, at the end of the school year, which saw an attendance of more than 350 people.
- The Whole College Christmas Service at the end of Term 4 (though, sadly, cut short by an unexpected evacuation alarm).

- The staff end-of-year service, including Holy Communion, for which Ven Dr Lucy Morris, Archdeacon of the Sunshine Coast assisted the College Chaplain

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 evident during the period of external exams for the Class of 2025, when several students sought out the Chapel prior to assessment.

A group of parents also join the Chaplain in the Chapel once a week for a shared Bible study, while at the same time offering a place of belonging and care to participants.

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 Semester 1, with members from outside the College continuing to engage with this ministry, too. Various other co-curricular pressures meant that enrolments for Godly Play proved insufficient for it to continue in Semester 2. In 2026, the plan is to offer Godly Play during lunch one day a week.

The strong commitment to service across the College continued to grow in 2025. 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 continued to grow, and the College's association with a local parent-operated franchise of *Strong Street* greatly facilitated the processing of collected containers. Efforts were made to gradually include the Secondary School in collecting eligible drink containers, with the view of increasing this more widely in 2026.

The money 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. We were delighted to resume regular hands-on support of this community service in Semester 2, 2025, whereby a team of 10-12 volunteers (students, staff and parents) cooked 60 portions of a main dish and a dessert three times a term; and another team of three students, parents and/or staff assisted with service at the St Peter's church hall.

The CARE Committee, one of the Secondary School co-curricular groups, grew further in 2025. '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 offer activities to their peers during lunch breaks (e.g. Valentine's Day bracelet making; a St Patrick's Day Quiz; Christmas in July craft; and peace crafts for World Labyrinth Day); running several activities for the Junior Primary School's *Come and Play* afternoon; making pancakes for the whole Secondary School on Shrove Tuesday; baking for the refugee program the College hosted in the September holidays (see *below*), and to assist in running Messy Church.

Social justice efforts again 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 Jeff MacLennan for once again welcoming the participating children to the Flinders Farm. 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 continued in a small way with a group 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 Staff-Student 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 *Bloomhill Cancer Care*. Other initiatives incorporated a whole College approach, such as supporting Anglicare's Christmas Hamper Appeal in Term 4, which, in 2025, also included Flinders Early Learning Centre for the first time.

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 2025.

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.

4. Staff Information

The College's workforce in 2025 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 2025: 274

Teaching Staff: 157

Non Teaching Staff: 117

| | Permanent | Fixed Term |
|------------------|------------|------------|
| Full-time | 101 | 46 |
| Part-time | 95 | 32 |
| TOTALS | 196 | 78 |

Teaching staff qualifications

| Qualification | Number by qualification | Percentage of classroom teachers and school leaders at the College |
|------------------------|-------------------------|--|
| Doctorate | 3 | 1.91% |
| Masters | 25 | 15.92% |
| Bachelor Degree | 92 | 58.59% |

Workforce Age

| Age of staff | Number | % |
|--------------|--------|-----|
| 20 - 29 | 18 | 7% |
| 30 - 39 | 38 | 14% |
| 40 - 49 | 99 | 36% |
| 50 - 59 | 94 | 34% |
| 60+ | 25 | 9 % |

Gender

| Male | Female |
|------|--------|
| 78 | 196 |
| 28% | 72% |

Workforce Tenure

| Years of Service | Number | % |
|------------------|--------|------|
| 1 - 3 Yrs | 123 | 45 % |
| 4 - 6 Yrs | 40 | 15% |
| 7 - 9 Yrs | 28 | 10% |
| 10 - 15 Yrs | 41 | 15% |
| 15+ | 42 | 15 % |

The total funds expected on teacher professional development in 2025 was \$155,252; \$159,585 in 2024; \$109,364 in 2023; \$138,034 in 2022; and \$85,229 in 2021. 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 Governance, Risk and Compliance, Finance and Audit, Building and Grounds, and Nominations and Remuneration.

The Principal leads a seven-person Executive and has an expanded College Educational Leadership Team (CELT) 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 2025 may be directed to the Principal, Ms Michelle Carroll, principal@mfac.edu.au or through 07 5477 3200.

Michelle Carroll

PRINCIPAL

June 2026



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