



QUEENSLAND SCHOOL REPORTING

Downlands College Annual School Report 2025

Principal's Foreword

Introduction

During 2025 Downlands College continued its consolidation as a Prep to Year 12 school. This focussed on continuing to embed its identity as an independent, Catholic, coeducational, day and boarding school with a long tradition of heart-centred and values-based education. Owned and conducted by the Missionaries of the Sacred Heart (MSC) with the assistance of a deeply committed group of teachers and support staff, Downlands has a long history of academic, sporting and cultural achievement.

This report outlines only the fundamental outcomes for Downlands College in 2025. It includes enrolments, curriculum offerings, staff profile, professional development, key student outcomes. The report obviously does not cover the extraordinary nature, friendliness and happiness of the student body and the wonderful spirit that enlivens our school and community.

School progress towards its goals in 2025

The College Strategic Plan 2023 to 2026 was launched. It has five strategic initiatives. These are:

1. Embedding Catholic ethos and the MSC charism
2. Ensuring a dynamic and contemporary learning community
3. Ensuring planned stewardship of assets and resources
4. Investing in leaders and business continuity
5. Ensuring operational efficacy

Each of the strategic initiatives have a strategic objective and timelines for implementation. The Board receives an update through board sub-committees throughout the year outlining the progress towards these strategic initiatives.

The Strategic Plan and Principles of MSC Education are kept to the fore and guides the direction of the College.

Future outlook

The Board and College Leadership Team have agreed on key characteristics and components that will define Downlands College by 2026: These are: MSC ethos, the Downlands community, Downlands a learning community, the Downlander way – a heart journey, workforce investment, asset development, environment and social responsibilities and financial sustainability.

A crucial indicator of school health is student enrolments and once again the College commenced with increased enrolments for 2025. The College had almost a 3% growth in students from Prep to Year 12 This trend was maintained throughout the year and the projections into 2026 predict that Downlands will be at capacity in most year groups to commence the school year.



Planning for capital works and College improvements continued throughout 2025. The major projects were the refurbishment of the Baker Boarding House (Year 7, 8, 9 and 10girls), Cody Boarding House (Year 9 and 10 boys) air-conditioning, McKenna Hall air-conditioning (maths precinct), lights and CCTV installed on Lords Oval and refurbishment of the Graham Centre floor. The College is very grateful to Hutchinson Builders for their work in completing the Baker and Cody House refurbishment projects.

Webpages

Additional reporting information pertaining to Queensland schools is located on the [My School](#) website and the Department of Education website.

Contact Person

Stephen Koch, Principal.



School Profile

Coeducational: Year levels offered: Prep - 12

Total student enrolments for the 2025 school year:

Total Enrolment	Girls	Boys
1187	574	613

Characteristics of the student body:

Downlands College is an Independent, Catholic, Co-educational, Day and Boarding school run in the tradition of the Missionaries of the Sacred Heart (MSC). Our students hail from as far away as Papua New Guinea, South Australia, Victoria, Northern Territory, Western Australia, remote Queensland including the Cape, Murray Island and North-western NSW.

Boarding students comprise around 25% of the Secondary College population and give much life to the College. Our many day students either live in our lovely city or travel in from Allora to the South, Crows Nest and beyond in the North, Rosewood in the East and West to Dalby.

Class sizes – Proportion of school classes achieving class size targets in 2025:

Phase	Average Class Size
Prep - Year 6	22
Year 7 – Year 10	23
Year 11 – Year 12	20
All Classes	22



Curriculum offerings

Our distinctive curriculum offerings:

Downlands College maintains a curriculum program of considerable breadth and depth. One very strong feature of the curriculum program is the vast array of subjects offered to students in Years 11 and 12 and in this regard Downlands College sets itself apart from many other schools in this geographic location.

In Years 7 - 10, students experience a broad general curriculum which prepares them well for successful learning in Years 11 and 12. In the new QCE students in Year 11 and 12 are choosing an ATAR or non-ATAR pathway. The College caters for a diverse student population, providing quality QCAA and stand-alone VET options to both ATAR and non-ATAR students. The curriculum is supported by an excellent Learning Pathways program, and a well-regarded Learning Enhancement Hub.

The Downlands Junior School provides a vibrant and innovative program for students in Years Prep - 6 encouraging students to develop a love of learning, as well as celebrating student learning success are central to the Years Prep - 6 curriculum program. Years Prep - 6 curriculum is aligned to state and national developments in curriculum. Our Years Prep - 6 curriculum reflects both a breadth and depth of learning and it prepares students well for study in Years 7 - 12 and beyond. English, Mathematics and Religious Education are taught by a core classroom teacher; while specialists teach Humanities, Science, French, Music, Dance, Drama, Visual Arts, Media Arts, Health and Physical Education, Digital Technology and Design Technology

CO-CURRICULA ACTIVITIES

Sports	Performing Arts	Other Activities
Australian Rules Football	Big Band	Cattle Show Team
Athletics	Canticum Choir (Girls)	Chess
Basketball	Chamber Strings	Debating
Cricket	College Musical (biennial)	DIVAS (girls' group)
Cross Country	College Play (biennial)	Giga Gryphons
Futsal	Dance Troupes – Contemporary, Jazz and Hip Hop	Harlaxton Breakfast Clu
Hockey	DC Singers (Years 4 – 6)	Jules Social Justice
Netball	Downlands Chorale (Years 7 – 12)	Media Club
Rugby	Drama Club	Public Speaking/Oratory
Rugby Sevens	Gryphon Chorale	Rosies in the Park
Soccer/Football	Guitar Ensemble	Rosies on Friday Evenings.
Swimming	Jazz Ensemble	
Touch Football	Kinder Chorus Years P – 3)	
Volleyball	Percussion Ensemble	
Waterpolo	Strings Ensemble	
	Symphonic Band	
	Tech Crew	



How Information and Communication Technologies (ICT) are used to assist learning:

The College constantly monitors and implements a range of technology upgrades to support our curriculum offerings. The College has a one-to-one laptop program.

Currently computers are used in all subject areas and in a variety of ways which include:

- Research
- CAD
- Word Processing
- Library management and search
- Communication
- Presentation of lessons using Vivi
- Clickview Video library
- Learning Enhancement programs
- Schoolbox/Learning Management System
- Spreadsheets
- Interactive and sequential tasks and lesson plans.
- Language (LOTE) applications
- Student presentations
- Internet/Website development and maintenance
- Film and TV
- Video production
- Music design and performance

Social climate

Downlands is a close-knit community where students and staff engage positively in teaching and learning. In all our activities, College members strive to value each other and hold precious the healthy growth of body, mind and spirit.

A survey of community stakeholders and parents was conducted in 2024 by Urbis who were engaged by Downlands College to develop a masterplan for the site with a focus on parking and traffic flow.

Involving parents in their child's education

Downlands College involves parents/carers in the child's education by:

- Regular year level forums to discuss social and developmental issues relevant to the age of the students.
- Boarder Parent network meetings.
- Face to face Parent/Teacher interviews at the end of Terms One and Three.
- Regular reports and feedback.
- Communication through My Downlands.
- Progressive reporting through My Downlands.
- Regular newsletters to keep parents informed of the latest happenings at the College.
- Website – news, events and photos are regularly uploaded to the College website
- Parent Lounge – online access to student information and teacher email addresses
- Social media – Downlands actively engages the community through Facebook and Instagram.
- Parent Groups including – Parents and Friends, Friends of the Performing Arts, Sports Supporters Group, Agricultural Supporters Group, Downlands Past Student Association and the Boarder Parent Network.



Reducing the school's environmental footprint

Environmental footprint indicators, 2015-2025

Years	Electricity kWh	Water kL
2021	864,207	25,378
2022	865,522	31,467
2023	996,177	27,648
2024	921500	29544
2025	1093803	24,031

Workforce Composition

	Teaching Staff	Non-teaching Staff	Boarding Staff	Indigenous Staff
Total Staff	105	68	24	0
Full-time equivalents	94.5	55	17	0

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the College
Doctorate	2
Masters	28
Bachelor degree	75



Expenditure on and teacher participation in professional learning.

The total funds expended on Academic Staff Professional Learning in 2025 was \$107,718. This was a further significant increase on the year prior which reflects the College's investment in meeting our 2023-2026 Strategic Initiatives of 'Embedding Catholic Ethos and the MSC Charism', 'Ensuring a dynamic and contemporary learning culture', and, 'Investing in Leaders and Business Continuity'.

The College continued to run internal Professional Learning, which complimented external opportunities and also served to strengthen the College's refinement of our Shared Model of Pedagogy and development of The Leadership Framework. All professional learning opportunities aligned with the Australian Professional Standards for Teachers.

Our major foci in Professional Learning spheres, were:

- QCAA – Marking and confirmation training
- NCCD – Training and process management
- School Improvement – Strategies for continued growth and development across all aspects of the College
- Behaviour management and building staff/student relationships
- Staff formation – Mission, charism and ethos
- Indigenous Perspectives
- Teacher efficacy
- Student Protection
- Code of Conduct
- Professional pedagogical conversation – Shared Model of Pedagogy
- Leadership Framework
 - Middle Leadership Program
 - Aspiring Middle Leadership Program
- Senior Leadership Development
- Workplace Health and Safety
- Student Wellbeing
- Content and teaching strategies

100% of teaching staff participated in professional development.

Average staff attendance

The average rate of attendance for Academic Staff across 2025 was relatively consistent with 2024 at approximately 95%

Proportion of staff retained from the previous school year.

From the end of the previous school year, 98% of Academic Staff were retained.



Key student outcomes

Student attendance (%) for each year level									
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
95	95	94	94	94	94	93	92	91	90

Description of how non-attendance is managed by the school

Attendance Recording:

1. Approximately three quarters of parents of absent students notify Reception of their child's absence either on the day or in advance. This is helpful and to be encouraged.
2. Home Groups (HG) teachers record attendance on TASS (administration system) each morning and reports are generated from this database.
3. From this data a list of students is generated, and an SMS and email alert is sent to parents/carers at approximately 9:30am, informing them of their child's unexplained absence from school.
4. An absence becomes an 'explained absence' when one of the following occurs:
 - HG teachers or Reception receive a hard copy note/ phone call or My Downlands App notification explaining the absence
 - HG teachers or Reception receive an email explaining the absence
 - Parents reply to the SMS alert explaining the absence
 - Home Group teachers pass their information onto Reception where the system is updated as 'Explained Absence'
5. In the case of Boarding students, Boarding House parents or Health Centre staff email HG teachers and Reception to explain any absences.
Reception staff also check the Health Centre roll.
6. Teaching staff mark class rolls throughout the day, recording attendance in TASS. If teachers identify discrepancies, they notify Reception.

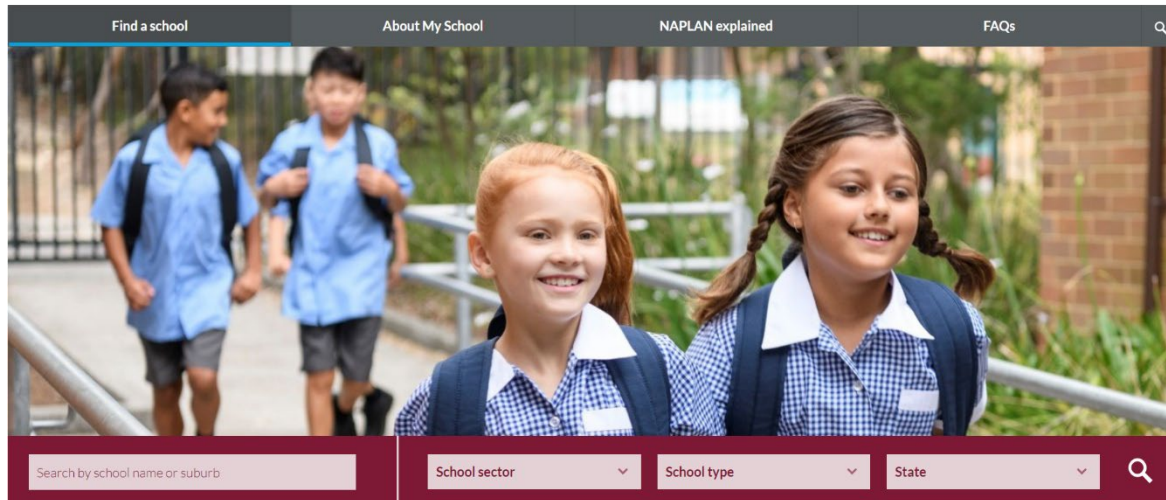
Students Arriving Late:

1. Reception staff generate a late slip that shows the time and reason for the late absence. Students are allowed entry to the class with this slip. This is then accessible via Teacher Kiosk (TASS) for all staff to keep track on student's absences/lateness.
2. Notes explaining the late arrival are filed by the Year Leader as per student absences.

Achievement

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the MySchool link above. You will then be taken to the *My School* website with the following **'Find a school' text box**.



Where it says **'Search by school name or suburb'**, type Downlands College, then search.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

Downlands College presently has 95 indigenous students within the total student population (52 females, 43 males), 44 of whom are boarders. Eight Indigenous students graduated Year 12 in 2025. Indigenous students have access to Learning Enhancement and where extra learning assistance is required, may undertake a reduced number of subjects/units of study. The Boarding Tutoring Program which indigenous students access, runs on Monday, Tuesday, Wednesday and Thursday evenings and is staffed by Downlands teachers, teacher aides and local community members. Downlands indigenous students benefit from interactions with the College's Careers and Learning Pathways department. SET Planning assists indigenous students to plan Senior Education pathways with future career and study goals in mind. External agencies within the local community support the College in its endeavours to assist indigenous students. As the majority of our indigenous students are boarders, the school attendance rate is excellent, and the retention rate is very high. Every effort is made to foster positive relationships between the school and the parents and carers of indigenous students from remote locations.

- A strong network of care and support.
- Indigenous Liaison Officer whose focus is purely to support students in maximising students' potential for success.
- Indigenous mentor in selected classes for approximately 3 hours each week.
- Indigenous students are provided with opportunities to experience indigenous cultural immersion programs/camps available in the local area.
- Students in Years 11 and 12 are supported in their education through the QATSIF scholarship scheme.
- Periodic visits by Downlands Staff to communities of some of our students from remote locations.
- Partnership with Bond University around tertiary study pathways for our Indigenous students.
- Partnership with AIEF (Australian Indigenous Education Fund). One Year 12 student on AIEF Scholarships were recognised at Academic Awards for successful completion of Year 12.

Attainment and Achievement – Year 12

Apparent retention rates Year 10 to Year 12.

Year 12 student enrolment as a percentage of the Year 10 student cohort – 90.4 %.

Outcomes for our Year 12 cohort of 2025

Number of students receiving a Senior Education Profile.	171
Number of students awarded a Queensland Certificate Individual Achievement.	0
Number of students receiving an ATAR (Number of students who consented to share their ATAR with Downlands)	107
Number of students awarded one or more Vocational Educational Training qualifications.	99
Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above.	99
Number of students awarded a Queensland Certificate of Education at the end of Year 12.	171
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.	16%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	98%

Australian Tertiary Admission Rank (ATAR)

Number of students in each Band for ATAR.

<50	50 – 59.95	60 – 69.95	70 – 79.95	80 – 89.95	90 – 99.95
8	8	19	25	25	22

Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework (AQF).

Certificate I	Certificate II	Certificate III or above
0	87	54

Certificate II Construction Pathways, Certificate II Engineering Pathways, Certificate II in Cookery and Certificate II Rural Operations.

Plus, students have access to external courses at TAFE as well as Binnacle.

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2025 Year 12 post-school destinations survey, *Next Step – Student Destination Report* for the school were not available. Information about these post-school destinations of our students will be incorporated into this Report in September.



Early leavers information

Early leavers are very few at Downlands College. Upon advice of a student's intention to depart the College, the student is interviewed, and parents/carers contacted to discuss the situation. Early leavers generally move to employment including full-time apprenticeship programs, and/or to full-time TAFE, and/or because the family is moving interstate or overseas.