2025
ANNUAL REPORT

QCEC
QUEENSLAND CATHOLIC
EDUCATION COMMISSION

Contents

Letter of Transmittal 3

Acknowledgement 4

Message from the Chair 5

2025 Highlights 7

Message from the Executive Director 8

About the Commission 10

Our Vision, Mission and Values 11

Members of the Queensland Catholic Education Commission (January – July) 12

QCEC Secretariat – Leadership Team 13

QCEC Secretariat – Organisational Chart 15

Strategic Priorities 16

Focus Areas 17

Faith formation, identity and mission at national and state levels 18

Student protection, wellbeing and inclusion 19

Funding policy, agreements, distribution and program administration 22

Advocacy, public relations and communications 23

Industrial and workplace relations 25

Reporting, accountability and compliance 25

Research and data analysis 26

Curriculum, assessment and reporting 26

First Nations education 27

Kindergartens and early childhood education 28

Highly accomplished and lead teacher certification 29

Committee Structure 30

Financial Statements 31

Catholic School Statistics 2025 32

Letter of Transmittal

The Corporation of the Roman Catholic Bishops of Queensland and Delegating Authorities

In accordance with Section 10.3 of the Constitution of the Queensland Catholic Education Commission (QCEC), I am pleased to present the Commission's 2025 Annual Report for your consideration.

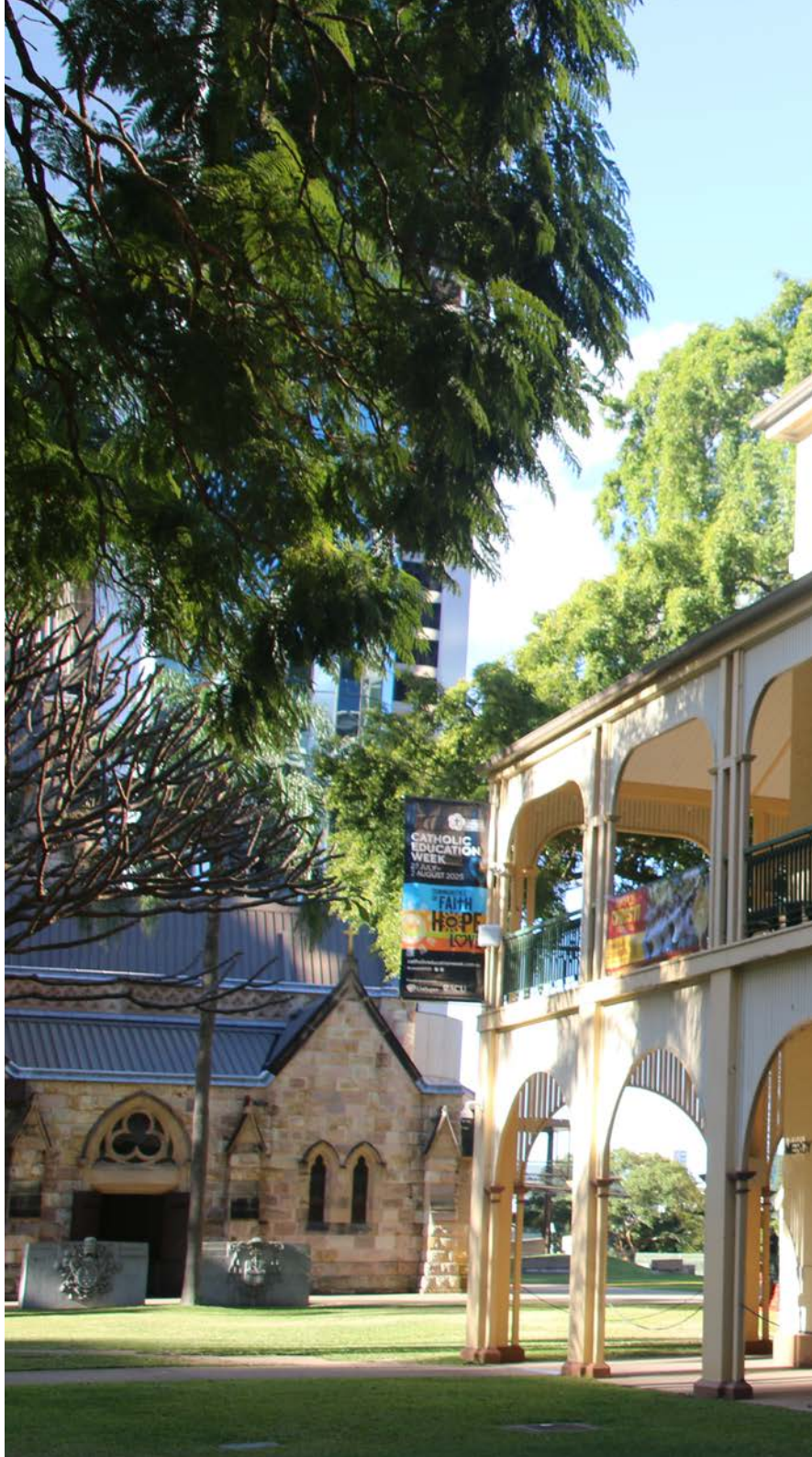
Throughout 2025, QCEC continued to fulfil its delegated responsibilities, supporting Catholic School Authorities (CSAs) across Queensland in their mission to deliver high-quality, faith-based education to young people. It was a year defined by purposeful preparation, as the Commission undertook significant work to ensure a smooth transition to a new governance structure while maintaining its focus on the needs of the sector.

This annual report provides a comprehensive overview of the Commission's work in advancing Catholic education and advocating for Catholic schools across Queensland. QCEC has continued to ensure that the voice of our sector remains strong in government, in the Church and in the public arena, particularly as the educational landscape presents new challenges and opportunities.

I extend my sincere gratitude to the Bishops of Queensland and the other Delegating Authorities for your steadfast support of the Commission, and especially for your commitment to the important work of shaping its future governance. I trust this report will affirm the value of that support.

I commend the report to you.

Madeline Brennan KC
Independent Chair
Queensland Catholic Education Commission



Acknowledgement

In the spirit of reconciliation, we acknowledge the Traditional Owners and Custodians of this land, who have walked and cared for this land for thousands of years, and their descendants who maintain their spiritual connection and traditions.

We thank them for sharing their cultures, spiritualities and ways of living with the land in this place we all now call home.

We pay respect to Elders past and present. May we continue to walk gently and respectfully with each other.

Message from the Chair

Madeline Brennan KC
Independent Chair

It is with great pride that I present the final Annual Report of the Queensland Catholic Education Commission (QCEC).

2025 was a year of purpose, transition and accomplishment. As Chair, I had the privilege of leading the Commission through a period that demanded both careful stewardship of our existing responsibilities and deliberate preparation for a new chapter in Catholic education governance in Queensland.

Following the Governance Review commissioned by the Bishops of Queensland in 2024, significant work was undertaken throughout 2025 to establish Catholic Education Queensland Limited (CEQL) as the new peak body for Catholic education in our state. CEQL, structured as a not-for-profit company limited by guarantee with a skills-based Board, represents a contemporary approach to governance while preserving the distinctive mission and character of Catholic education.

I was honoured to be appointed by the Bishops as the inaugural Chair of CEQL, and in August the full Board was announced, bringing together nine experienced leaders with a shared commitment to our sector. The Board undertook a series of formation sessions across the final quarter of 2025 in preparation for its first official meeting in January 2026.

The Commission held its final meeting on 10 June, followed by a celebratory luncheon that brought together past and present Chairs, Executive Directors, Commissioners and sector leaders to honour more than 50 years of service.

An interim Commission, comprising myself, Patricia Alner and Carmel Nash OAM, was established to oversee the remaining months of transition. The professionalism and dedication of all who have served the Commission over its long history is something that should not be underestimated, and I thank them sincerely.

Throughout this period of change, QCEC continued to deliver on its mandate with focus and energy. The Commission administered $2.9b in government funding across 28 programs, supported CSAs in navigating new child safety legislation, and maintained a strong advocacy presence in government, in the Church and in the public arena.

In 2025, our sector welcomed two new schools, bringing the total number of Catholic schools in Queensland to 313, serving more than 164,000 students. It is a clear sign that Catholic education remains highly valued by families across the state.

The year also brought a significant moment in our long-standing advocacy, with the commencement of the position of authority offence in Queensland on 20 September. After years of sustained engagement with successive governments, this law now provides an important additional protection for young people. It stands as a testament to the persistence and purpose that has defined QCEC's voice on matters of child safety.

2025 was also a year of important leadership transitions. We farewelled Archbishop Mark Coleridge, who retired from his ministry leading the Archdiocese of Brisbane in September after many years of steadfast support for Catholic education and a key role in shaping the governance reform that led to CEQL. We welcomed Archbishop Shane Mackinlay and look forward to working with him in the years ahead. Within the Commission's network, Diarmuid O'Riordan commenced as Executive Director of Catholic Education for the Diocese of Cairns, following the retirement of Bill Dixon after more than 21 years of distinguished service in Catholic education leadership. I wish Diarmuid every success and thank Bill for his lasting contribution to our sector.

I wish to extend my sincere thanks to all Commissioners, Committee members and staff, past and present, for their contributions to the work of QCEC. I also thank Executive Director Allan Blagaich for his leadership of the Secretariat throughout a year of considerable change, navigating the demands of transition while ensuring continuity of service and support to CSAs across Queensland. I would also like to thank RI/MPJP Representative Chris Mayes for his outstanding contribution to the Commission.

To the Bishops of Queensland and the other Delegating Authorities, thank you for your trust and your commitment to the future governance of Catholic education in our state. And to the students, families, educators, leaders and parish communities who give life to our schools each day, thank you. Your work ensures that Catholic education in Queensland remains a place of faith, formation and hope.

As I look ahead to 2026 and the commencement of CEQL, I do so with confidence in the strength of our sector and gratitude for the legacy upon which we build.

2025 Highlights

Catholic Schools

313
Catholic schools

164,657
Students

23,726
Staff

29
Kindergartens

QCEC

4
Commission meetings
3 Interim Commission meetings

103
Committee meetings

15
Submissions and **3** responses to governments

53
Professional development opportunities delivered to **1,912** participants

$1.6m
Kindegarten upgrade programs on **15** projects

$9.26m
School transport funds administered for non-government sectors

Message from the Executive Director

Allan Blagaich
Executive Director

I am pleased to present the Queensland Catholic Education Commission (QCEC) Annual Report for 2025, a year in which the Secretariat delivered a full and productive program of work while simultaneously preparing for the transition to Catholic Education Queensland Limited (CEQL) from January 2026.

Across the year, our team maintained its focus on the core functions entrusted to us: advocacy, funding administration, policy coordination, research, and support for CSAs. That this work continued without interruption during a period of significant organisational change is a credit to every member of the Secretariat.

QCEC administered $2.9b in government funding across 28 programs in 2025, including $2.8b in school recurrent funding, $109m in school capital funding and $13.8m in kindergarten funding. The Capital Assistance Assessment Committee recommended 11 schools for capital assistance, all of which were approved by the respective Education Ministers, while a further seven projects were approved under the Queensland Government's External Infrastructure Subsidy Scheme. The Non-State Schools Transport Assistance Scheme, which QCEC administers on behalf of all non-state schools in Queensland, supported more than 8,400 student applications across 230 school communities with over $9.26m in Queensland Government funding.

Our advocacy work was wide-ranging and purposeful. QCEC made 15 formal submissions to State and Commonwealth governments, parliamentary committees and national review bodies on matters spanning funding, child safety, education and criminal law reform, workforce capability and inclusive education. We continued to engage constructively with both the Queensland and Australian Governments, including regular meetings with state Minister for Education and the Arts John-Paul Langbroek. Working alongside Independent Schools Queensland (ISQ), we advocated strongly for continued capital investment in non-government schools and welcomed the Queensland Government's signing of the Better and Fairer Schools Agreement with the Commonwealth.

Preparing Catholic schools for Queensland's new child protection framework was a major focus. QCEC organised a well-attended Student Protection Forum in August to help schools understand the Child Safe Standards, which took effect from January 2026, and the Reportable Conduct Scheme commencing from July 2026.

Student wellbeing remained central to our work. The 2025 Student Wellbeing Forum in Townsville, held for the first time in a regional centre, attracted more than 200 attendees and featured a keynote by Emeritus Professor Donna Cross from the University of Western Australia. We also successfully trialled a centrally facilitated Student Wellbeing Professional Development calendar, providing all schools with access to high-quality, freely accessible online professional development.

In inclusive education, the sector continued to strengthen its practices around the Nationally Consistent Collection of Data on School Students with Disability (NCCD), with enhanced cross-school moderation, reflection and planning processes throughout the year. QCEC contributed submissions to significant national reform processes including the Disability Discrimination Act Review, the National Autism Strategy, and the Thriving Kids initiative arising from the NDIS review. The Inclusive Education Forum in October brought together 60 attendees to hear from leading researchers and practitioners.

The Highly Accomplished and Lead Teacher (HALT) Certification Program had its most successful year to date. The inaugural year of the streamlined Certification 2.0 process saw 54 teachers from Catholic schools certified, bringing the total number of certified teachers known to be working in our schools to 115. This record result reflects the talent and dedication of our teachers and the ongoing support provided by our Education Team.

QCEC's newly established Boarding Schools Network made a strong start. Its work has informed our advocacy for the development of Boarding School Standards by the Non-State Schools Accreditation Board (NSSAB) and strengthened our understanding of the unique contexts and needs of boarding school communities.

The First Nations Education Committee, chaired by Antoinette Cole, continued to provide strategic advice to the Commission, with a focus on equitable educational opportunities, cultural safety and academic progress for the 9,500 First Nations students enrolled across our schools.

A key outcome for the year was the Commission's endorsement of a statewide First Nations Student Council to be established in 2026.

Catholic Education Week was celebrated from 27 July to 2 August under the continuing theme Communities of Faith, Hope and Love. The official launch was held in the Diocese of Rockhampton, with Mass at St Joseph's Cathedral and the presentation of the Spirit of Catholic Education Awards and the Aunty Joan Hendriks Reconciliation Award. More than 180 nominations were received for the awards, reflecting the depth of commitment across our school communities.

In early childhood education, 29 Catholic kindergartens delivered approved programs, with enrolments increasing to 1,887 for the year. The continuation of Free Kindy enabled all eligible children to access 15 hours of early education per week, and the Kindy Uplift program continued to build teacher capacity and strengthen culturally responsive practice.

Our Research and Data Team delivered detailed analytical insights to the Commission and sector networks across the year, covering enrolment trends, demographic shifts, National Assessment Program – Literacy and Numeracy (NAPLAN) results and Year 12 outcomes. Catholic schools demonstrated their resilience during the March NAPLAN assessment period, managing the disruption caused by Tropical Cyclone Alfred and associated flooding across South-East Queensland.

The Secretariat also started enterprise agreement negotiations on behalf of CSAs in November, the first meeting since significant legislative changes to the bargaining process. Our Workplace Relations Team continued to provide advisory support and resources to CSAs throughout the year.

Behind all this work, the Business Assurance Team delivered a significant governance uplift to support the transition to CEQL, drafting and refreshing more than 100 policies, procedures and guidelines. This painstaking work has established a consistent, auditable governance framework for the new entity while maintaining business-as-usual compliance throughout the transition period.

I was proud to see the quality and breadth of our events program in 2025, from our forums on student wellbeing, inclusive education, VET pathways and Information and Communication Technologies, through to Catholic Education Week.

As I reflect on 2025, I am grateful for the opportunity to have led the Secretariat through this pivotal year. I extend my sincere thanks to Chair Madeline Brennan KC and to all Commissioners for their guidance and support. I also thank the Secretariat staff, whose professionalism and commitment to Catholic education has been evident every day, and the many professionals who contribute to our committees, networks and working groups.

Together, we have ensured that QCEC's final year of operation was one of substance and purpose, and that CEQL begins its work on solid foundations. Catholic schools across Queensland continue to thrive as places of learning, formation and belonging, and it remains a privilege to support that mission.

About the Commission

The Queensland Catholic Education Commission (QCEC) is the peak body for Catholic education in Queensland. QCEC's role is to represent the interests of the Catholic sector in a broad range of education-related matters, taking a strategic view and supporting Catholic School Authorities.

The Commission is led by an independent Chair. Commission members include representatives of the Bishops of Queensland, diocesan Catholic education offices, the leaders of Religious Institute and Ministerial Public Juridic Person (RI/MPJP) bodies with schools in Queensland, Catholic School Parents Queensland and up to five independent members appointed by the Bishops of Queensland. The Commission is supported by the QCEC Secretariat and also draws on the expertise of the Catholic education sector through its committees, networks and working groups.

Following the final meeting of the full Commission on 10 June 2025, an interim Commission comprising Madeline Brennan KC (Chair), Patricia Alner and Carmel Nash OAM was established to oversee the Commission's responsibilities for the remainder of the year, as preparations continued for the transition to Catholic Education Queensland Limited (CEQL) from 1 January 2026.

Key Functions

The Bishops and the Congregational Leaders of Religious Institutes in Queensland have delegated the following functions to QCEC:

1. Authority and prime responsibility for state-wide policy making and for action in the areas of:
   - funding negotiations, distribution and accountability with government
   - advocacy, negotiation and agreement with governments and other peak bodies at state and national levels
   - research and collection of statistical data
   - industrial relations with respect to facilitating collaboration between employing authorities in Catholic education
   - public relations and communications on state-wide issues relevant to Catholic education.
2. Authority and collaborative responsibility to work with others in policy making and action in areas for which other educational authorities have prime responsibility including significant education policy issues of state-wide or national importance.
3. Authority and responsibility, on an 'ad hoc' basis, through the consensus of the Commission, to provide services on request or to be involved in projects on request and on behalf of other educational authorities.

Our Vision, Mission and Values

Vision

Shaping the future by advancing Catholic education in Queensland.

Mission

Serving the mission of the Catholic Church through Catholic education in Queensland by leading, collaborating and advocating for the common good.

Values

Integrity
We value discernment and faithful stewardship of our responsibilities.

Service
We value and seek to model Jesus' servant leadership to our communities.

Justice
We value the dignity of all people and the courage to challenge injustice.

Collegiality
We value subsidiarity and working together for the common good.

Hope
We value a sustained sense of optimism in the future.

Members of the Queensland Catholic Education Commission
(January – July)

Ms Madeline Brennan KC
Independent Chair

Mrs Carmel Nash OAM
Deputy Chair, Executive Director - Catholic School Parents Queensland

The Most Rev. Michael McCarthy
Representative of the Bishops of Queensland

Dr Pat Coughlan
Executive Director
Diocese of Toowoomba Catholic Schools

Dr Anton Kriz
Independent Member

Dr Sally Towns
Executive Director
Brisbane Catholic Education
Archdiocese of Brisbane

Dr Carmel Diezmann
Independent Member

Sr Berneice Loch rsm OAM
Independent Member

Mr Diarmuid O'Riordan
Executive Director
Catholic Education Services
Diocese of Cairns

Ms Jacqui Francis
Executive Director
Catholic Education
Diocese of Townsville

Mr Michael McCusker
Diocesan Director
Catholic Education
Diocese of Rockhampton

Mrs Catherine O'Kane
Representative of Religious Institute and Ministerial PJP School Authorities

Ms Patricia Alner
Independent Member

Mr Mick Gooda
Independent Member

Mr Peter Elmore
Representative of Religious Institute and Ministerial PJP School Authorities

Retired

Mr Bill Dixon
Executive Director
Catholic Education Services
Diocese of Cairns

Mr Chris Mayes
Representative of Religious Institute and Ministerial PJP School Authorities

Members of the Interim Queensland Catholic Education Commission
(July – December)

Ms Madeline Brennan KC
Independent Chair

Mrs Carmel Nash OAM
Deputy Chair, Executive Director - Catholic School Parents Queensland

Ms Patricia Alner
Independent Member

QCEC Secretariat – Leadership Team

Allan Blagaich

Executive Director

Mr Blagaich was appointed as Executive Director, QCEC in June 2023, and commenced in September 2023. This followed 12 years as Executive Director of the School Curriculum and Standards Authority, Western Australia, during which time he worked closely with Catholic Education Western Australia, the Association of Independent Schools Western Australia, and the Department of Education Western Australia.

Previous roles also include Executive Director of Statewide Planning and Delivery and Executive Director Metropolitan Schools at the Department of Education. Mr Blagaich has also been a school principal and deputy principal.

He has a strong governance focus, having served as chair of the Australasian Curriculum Assessment and Certification Authorities and the Australasian Curriculum Assessment and Certification Authorities Vocational Education and Training Committee, as well as being a past director of the Australian Curriculum, Assessment and Reporting Authority and the Australian Institute of Teaching and School Leadership.

Steven Jeffery

Deputy Executive Director

Mr Jeffery is an experienced adviser in setting and implementing financial and strategic priorities, with extensive experience in the education industry.

Serving as QCEC Chief Financial Officer since 2011, he has overseen a dynamic period of change in school funding arrangements nationally. During this time, he has been at the forefront of these negotiations and the implementation of new systems of funding and accountability.

Mr Jeffery has more than 20 years' experience in strategic planning, negotiation, financial sustainability, project management and business improvement strategies. Prior to joining QCEC, Mr Jeffery worked in a range of educational organisations, including Australian Catholic University and Edmund Rice Education Australia (EREA). He is qualified with a degree in economics, a Masters in Accounting, and an MBA.

He is a fellow of CPA Australia, an Associate Fellow of the Institute of Managers and Leaders, and a graduate of the Australian Institute of Company Directors.

Mr Jeffery was seconded for six months to the role of Director of Resourcing at the National Catholic Education Commission (NCEC) before returning to QCEC in November 2024 to take up the role of Deputy Executive Director.

Maree Lacey

Chief Operating Officer

Ms Lacey joined QCEC in 2016 as the Communications and Marketing Manager to develop and deliver a broad range of external and internal communications, based on two decades of experience in government, politics and journalism.

She spent almost 20 years as a reporter, producer and chief of staff at ABC Radio News in Brisbane.

Ms Lacey has worked as a corporate communications manager in Queensland Government departments and served as principal media advisor to the Queensland Treasurer.

She has a deep interest in politics and government. In mid-2023, Ms Lacey was appointed Acting Chief Operating Officer to oversee the implementation of QCEC strategy, governance, regulation and compliance and was permanently appointed to the role in early 2024.

Ms Lacey currently chairs QCEC's Student Protection Reference Group and the Governance Network and is a member of the Audit and Risk Management Committee and the Political Advisory Committee.

Emily Wilson

Director, Education Advocacy and Strategy

Ms Wilson joined QCEC in mid-2019 as a Senior Education Officer within the Education Team.

Prior to this, Ms Wilson worked for the Queensland Department of Education in a range of portfolio areas including strategic policy for state schooling, cabinet and legislative services and early childhood education.

She is a strong advocate for investment in high quality early years programs because of the significant lifelong benefits that accrue for individuals, families, government and society from supporting children's physical, social, emotional and cognitive growth in the early years of development.

Ms Wilson is also a member of state and national committees and working groups and chairs the QCEC Kindergarten Working Group, QCEC Vocational Education and Training (VET) and Vocational Learning Network and the NCEC Early Childhood Education Network.

Ms Wilson was appointed Acting Director Education in 2023 and was permanently appointed to the role of Director, Education Advocacy and Strategy in late 2024.

Malcolm McDougall

Director, Resourcing Advocacy and Strategy

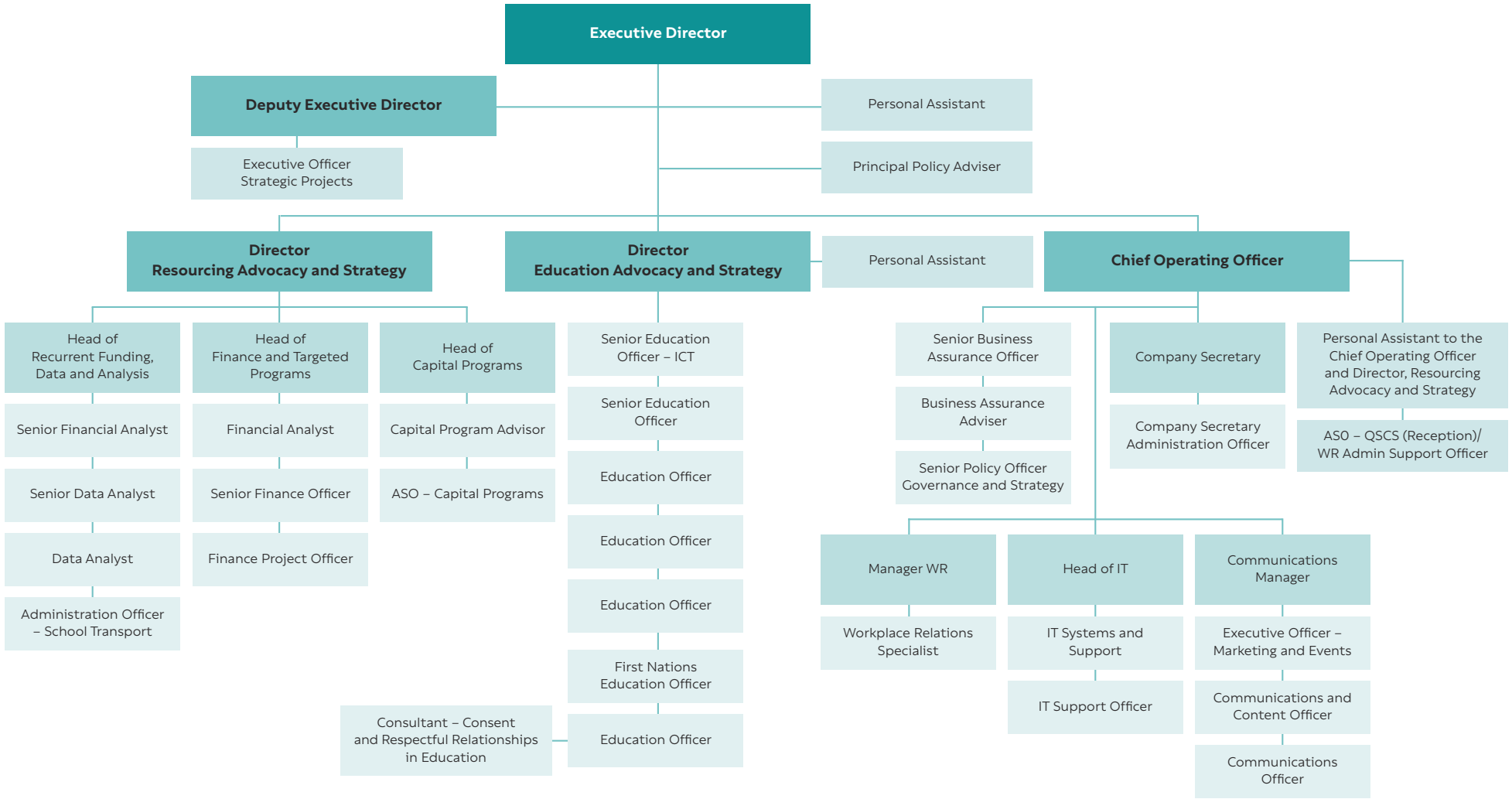
Mr McDougall joined QCEC in March 2013 as the Head of Funding and Data Analytics and since May 2023 as the acting Chief Financial Officer.

Mr McDougall played a key role supporting federal funding negotiations during changes to the Australian Education Act in 2017 and 2019, working to ensure equitable and appropriate resourcing is provided to Catholic schools.

He is passionate about improving the financial stewardship of our schools and has a Master of Business, Graduate Diploma of Applied Finance and Diploma of Information Technology.

He is also a member of numerous state and national committees and working groups. Mr McDougall was appointed permanently to the role of Director, Resourcing Advocacy and Strategy in late 2024.

QCEC Secretariat – Organisational Chart



Strategic Priorities

1.

Effective engagement and collaboration with our stakeholders to advance Catholic education and its mission in Queensland

2.

Representation and advocacy with respect to state and national policy, legislation and funding issues

3.

Collaboration and leadership in the areas of governance, accountability and compliance

Focus Areas

Throughout the year, QCEC has focussed on key issues in line with our strategic priorities.

Faith formation, identity and mission at national and state levels

In 2025, the QCEC Faith Formation and Religious Education (FFRE) Network continued to work in collaborative support of Catholic identity and mission across Queensland.

Topics of focus included formation of all staff, induction processes, teacher accreditation, the formation of Assistant Principals-Religious Education and those in faith leadership roles, and supporting parent engagement in the faith life of our young people.

The QCEC FFRE Network has maintained engagement with the work of the NCEC FFRE Standing Committee ensuring Queensland's voice contributes to the national landscape.

Following the 2024 culmination of the Mission in Practice project, the project's findings were presented at the Global Researchers Advancing Catholic Education (G.R.A.C.E) Colloquium at St Mary's University, Twickenham, in June 2025 by the Australian Catholic University La Salle Academy research team of Professor Br David Hall fms, Associate Professor Bill Sultmann and Associate Professor Janeen Lamb, and QCEC's Bernadette Moodie.

Members benefited from attending the NCEC Australian Catholic Education Conference held in Cairns in August, sharing learning opportunities and resources.

Student protection, wellbeing and inclusion

Student Wellbeing

QCEC continued its work with CSAs across Queensland to support student wellbeing in Catholic schools. The QCEC Student Wellbeing Network drove this work, allowing for collaboration across key areas including critical incidents in schools, alcohol and other drugs, systemic approaches to Multi-Tiered Systems of Support, improving attendance, supporting student transitions to school, emotional resilience for students, suicide and non-suicidal self-injury.

Under the direction of the Student Wellbeing Network, QCEC provided a submission to the Australian government's Rapid Review into Anti-Bullying. Additionally, the Network oversaw work that was undertaken to support vulnerable students engaged with the Youth Justice system and in Out-of-Home Care.

A key highlight for the year was the 2025 Student Wellbeing Forum, hosted in Townsville - the Forum's first time in a regional centre. The Forum attracted over 200 attendees and featured a workshop by Professor Donna Cross from the University of Western Australia on '*School community wellbeing is everyone's business*', a presentation from Associate Professor Gary Fry from the Indigenous Engagement Division of Central Queensland University on '*Strengthening student and staff wellbeing through applying 21st century practices to navigating 20th century education reforms*', Tony Flanders – Detective Acting Senior Sargeant from the Townsville Criminal Investigation Branch on effective communication and de-escalation, Adjunct Associate Professor Glenn Dawes from James Cook University on the positive impacts of sport and recreation programs for at-risk youth, and Caitlin Humphrys – Consultant – Consent and Respectful Relationships on trauma-informed consent and respectful relationships education.

In 2025, QCEC successfully trialled a centrally-facilitated Student Wellbeing Professional Development calendar, which allowed all schools access to high-quality, freely-accessible online professional development to support student wellbeing.

Student Protection

QCEC has worked with CSAs and government to prepare schools for the commencement of a new child protection system in Queensland.

The Child Safe Standards are designed to further protect and promote the safety and wellbeing of children. The Child Safe Standards apply to organisations that work with children, including schools, from 1 January 2026. To assist schools with this change, QCEC organised a very successful forum in August 2025 where schools could hear directly about expectations and administration of the new arrangements from the responsible government entities.

The Reportable Conduct Scheme is designed to improve the way organisations manage complaints about inappropriate behaviour towards children. It will commence for schools from 1 July 2026. QCEC has focused on informing CSAs of their obligations under the scheme and fostering planning and preparation so that schools are well placed to confidently comply with the new reporting requirements.

Inclusive Education

The QCEC Inclusive Education Network strengthened systemwide collaboration and capability across Queensland CSAs, focusing on embedding nationally aligned, evidence-driven inclusive education practices. Building on the transition from the Education Adjustment Program (EAP) to the Nationally Consistent Collection of Data on School Students with Disability (NCCD) as the funding model for both State and Commonwealth governments, the Network supported schools through clearer processes, enhanced moderation structures, and greater alignment with both state and national reform agendas.

The QCEC Inclusive Education Forum advanced this work by showcasing research, innovative practice, and student-centred approaches from sector experts. Keynote presenter Dr Carly Lassig explored planning for learners with complex profiles, challenging misconceptions about ability and emphasising intentional design practices. Dr Tom Porta examined the dilemmas and opportunities within differentiation, guiding teachers toward more consistent, research-aligned practice. CSA leaders and sector experts discussed personalised learning journeys, student self-advocacy in assessment adjustments, and skills-based learning pathways.

In parallel, the Network contributed to key policy and advocacy processes, including improvements to NCCD quality assurance, cross-sector moderation, and national workstreams shaping future inclusive education directions. It also provided submissions and feedback to major reform agendas, such as the Disability Discrimination Act Review, the Thriving Kids initiative from the NDIS review, the development of the National Disability Data Asset, and the National Autism Strategy, ensuring Queensland Catholic school communities were represented in national decision-making.

Schools and CSAs also engaged in strengthened NCCD cross-school moderation, reflection and planning processes throughout 2025. Activities included the annual staff reflection survey, enhanced moderation sessions, and improved data quality support for census reporting, all aimed at increasing accuracy, defensibility, and shared professional understanding across the sector.

Overall, 2025 marked a year of consolidation and growth, with QCEC and CSAs advancing inclusive education through professional learning, policy engagement, strengthened data practices, and enhanced collaboration. These collective efforts ensure the continuous improvement of equitable, high-quality learning experiences for students with disability across Queensland Catholic schools.

Online Safety

QCEC provided timely advice on online safety issues informed by its representation on eSafety's National Online Safety Education Council. Updates on key issues were communicated to CSAs through QCEC consultation groups overseeing student protection, student wellbeing and Information and Communication Technologies (ICT). Support and guidance were provided for cyberbullying, new threats such as deepfakes generated by Artificial Intelligence (AI), online safety resources for schools and the introduction of Social Media age restrictions.

Emerging technologies, AI and digital platforms

QCEC continued to support the engagement of the Queensland Catholic sector in a range of national education technology initiatives including the School Student Broadband Initiative providing qualifying families with school age children a free National Broadband Network service, access to the Safer Technologies 4 Schools online catalogue of technology assessments and initial guidance for the implementation of the Schools Unique Student Identifier. QCEC hosted an ICT Symposium in September which had a focus on enhancing children's online experiences within safe, secure and ethically responsible frameworks and systems.

The QCEC AI Working Group showcased state and national AI developments in education and facilitated collaborative support for CSAs on matters of mutual interest including the development of AI policy guidelines for Catholic schools based upon the Australian Framework for Generative AI in Schools as well as AI pilot implementation strategies for learning, teaching and administration.

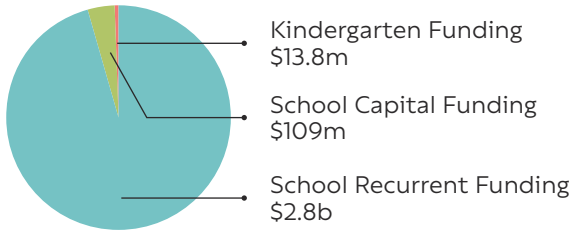
Boarding Schools

QCEC facilitated collaboration, networking and advocacy in specific support of boarding schools throughout 2025 through the newly established QCEC Boarding Schools Network. The Network commenced to inform QCEC's advocacy for both the development of Boarding School Standards by the NSSAB and the review of the Australian Boarding School Standard, and insights from both school leaders and systemic representatives were invaluable for representing the needs of young people who otherwise cannot access a secondary education.

Co-Chairs of the Boarding Schools Network Hannah Orchard and Brett Grienke visited nearly every Queensland Catholic boarding school across 2025, to ensure their perspectives and advocacy accurately reflected the needs of Queensland Catholic schools and their families.

Funding policy, agreements, distribution and program administration

In 2025, QCEC received $2.9b of government funding across 28 programs including $2.8b in school recurrent funding, $109m in school capital funding and $13.8m in kindergarten funding.



Choice and Affordability Fund

In September 2018, the Australian Government announced the establishment of a Choice and Affordability Fund to support the non-government school sector over ten years to 2029. In 2025, Queensland's share of the fund was $17.5m, of which $11.7m was for general assistance and $5.8m for regional and remote assistance. The funding was distributed to Queensland CSAs based on their share of QCEC's Group Funding arrangements which facilitate the distribution of Australian Government general recurrent funding. As part of the reporting requirements under the Choice and Affordability Fund, QCEC and other non-government representative bodies are required to submit an annual report to the Australian Government by 30 June each year.

Capital Assistance

In 2025, the available grant funding pool for capital assistance was $99m, supplemented by an additional $4.75m from the Queensland Government through the External Infrastructure Subsidy (EIS) Scheme. QCEC recommended 11 schools for capital assistance to the Australian and Queensland governments, which were approved by the respective Education Ministers. No cost escalation was applied to 2025 capital projects. In addition, the Queensland Government approved seven projects under the EIS Scheme.

Non-State School Transport Assistance Scheme

The Non-State Schools Transport Assistance Scheme jointly delivered by QCEC and ISQ, provides financial support to help non-state school students access safe and affordable transport. QCEC administers the Scheme on behalf of all non-state schools in Queensland, with applications submitted via SchoolTransport.com.au.

In 2025, the Queensland Government provided more than $9.26m to support the Scheme, funding over 8,400 student applications across more than 230 school communities.

Non-State School
Transport Assistance Scheme Distribution

Total funding	$9.26m
Student applications funded	8,400
School communities benefiting	230

Advocacy, public relations and communications

Advocacy

During 2025, QCEC made several formal submissions to State and Commonwealth governments, parliamentary committees, and national review bodies on matters with direct and material relevance to Catholic education in Queensland. These submissions spanned funding, child safety and student wellbeing, education and criminal law reform, workforce capability, and inclusive education, and reflected QCEC's role as the peak strategic body representing the Catholic schooling sector across metropolitan, regional and remote communities.

Across the year, QCEC engaged constructively in both Queensland-specific reform processes and broader national policy development, consistently positioning the Commission as a credible, solutions-focused system partner. The submissions were informed by evidence, sector engagement where appropriate, and a detailed understanding of school operational realities. They sought to ensure that emerging policy frameworks appropriately recognised the complexity of non-government schooling while supporting shared reform goals and broader national policy development, consistently positioning the Commission as a credible, solutions focused system partner.

The submissions supported QCEC's advocacy for sustainable funding and regulatory settings that keep education affordable and accessible for families, reduce legal and compliance risks for schools and staff, and help shape national standards and frameworks that are practical and consistent with existing state arrangements.

Communications

QCEC's communications in 2025 served a dual purpose: maintaining the regular flow of information that stakeholders rely on, while also guiding the sector through a year of governance transition.

The fortnightly Commission Communique newsletter was a central pillar of this work, keeping CSAs, school leaders and sector partners up to date on Commission business, governance updates, upcoming events and sector news. Regular website updates and a growing social media presence across Facebook and LinkedIn helped extend this reach to teachers, families and the broader community.

Key stories across the year included the announcement of CEQL and its inaugural Board, the farewell to the full Commission after more than 50 years, the sector's response to Tropical Cyclone Alfred, the record HALT Certification results, and the commencement of Queensland's new position of authority offence. QCEC also produced a new showcase video filmed across Queensland Catholic schools, capturing the distinctive impact of Catholic education in our state.

Three Queensland Catholic school teachers were featured in profiles and a podcast as part of the statewide World Teachers' Day campaign, and the launch of a redesigned Catholic Education Week website gave schools improved access to planning tools, nomination information and promotional resources.

Public relations

Catholic Education Week (CEW) 2025, held from 27 July to 2 August, continued the theme Communities of Faith, Hope and Love and was hosted by the Catholic Education Diocese of Rockhampton. The official launch began with Mass at St Joseph's Cathedral, concelebrated by Archbishop Mark Coleridge and Bishop Michael McCarthy, followed by the presentation of the Spirit of Catholic Education Awards and the Aunty Joan Hendriks Reconciliation Award.

More than 180 nominations were received for the awards, reflecting the breadth of commitment across our school communities. In a first for the program, the Aunty Joan Hendriks Reconciliation Award recognised both an individual recipient, Natalie Semple from Catholic Education Diocese of Rockhampton, and a team recipient, the First Nations Education Team at Ryan Catholic College in Kirwan, in the Townsville Diocese.

CEW celebrations were again generously supported by the Australian Catholic University and UniSuper.

Key statistics

313
Catholic schools

164,000+
Students

$2.8b
Recurrent government funding

1,055
Kindergarten enrolments

Industrial and workplace relations

QCEC facilitated the start of negotiations on behalf of CSAs to replace enterprise agreements covering employees in Queensland Catholic schools. Those agreements have nominal expiry dates of 30 June 2026. The first negotiation meeting took place on 27 November 2025 in which employer and employee representatives exchanged logs of claim and agreed on negotiation protocols along with future meeting dates in Terms 1 and 2, 2026. These negotiations follow the significant legislative changes made to the bargaining process since the last round of negotiations.

QCEC also continued to provide the following support to CSAs:

- advice on employment and workplace relations matters, including case management
- updated information and resources on employment matters via newsletters, network meetings and online materials.

Reporting, accountability and compliance

QCEC fulfils state and federal government reporting requirements throughout the year. These included both financial and non-financial outcomes, with specific reporting obligations attached to funding and program initiatives. This reporting supports QCEC's transparent accountability for public funds administered on behalf of government.

Compliance

In 2025, the Business Assurance Team supported Leadership to deliver a significant governance uplift to enable QCEC's transition to CEQL. Working across the organisation, the team drafted and refreshed more than 100 policies, procedures and guidelines, strengthening internal control expectations and establishing a consistent, auditable governance framework for the new entity. The team also continued to assess the evolving assurance landscape, comparing Secretariat-based arrangements with the requirements of a company limited by guarantee, including a new Board and new committee structures. This work helped identify potential control gaps, inform the design of new and improved controls, and maintain business-as-usual compliance throughout the transition. Through close collaboration with staff, the team supported organisational readiness for governance changes, updated processes and heightened accountability under the CEQL operating model.

In parallel, the team conducted cyclical grant reviews to help ensure programs were administered and reported in accordance with funding agreements and other reporting obligations. As part of QCEC's risk management practices, the team completed Post Occupancy Reviews for 21 capital projects. No material issues requiring repayment of grant funds were identified in 19 of the 21 reviews. Two projects required repayment, relating to demolition works not carried out as specified in the relevant capital applications.

Research and data analysis

Kindergarten research

In May, the QCEC received the results of its kindergarten research conducted by Market & Communications Research Pty Ltd. The aim of this study was to deliver an in-depth analysis of the kindergarten sector within the broader context of early childhood education. Findings indicate robust evidence that parents and carers consider kindergarten to be a vital element of a child's early learning journey. Additionally, there is strong parental support for kindergarten programs facilitated by degree-qualified teachers. Respondents also expressed affirmation of the concept of a Catholic school kindergarten integrated within a K–12 educational framework, emphasising the significance of a seamless transition to primary school and recognising the practical advantages offered by school-based kindergarten provision. Regarding service expectations, parents reported a clear preference for five days per week of care and education, as well as the availability of outside sessional hours care, such as wrap-around or long-day-care-like arrangements.

Demographics

Throughout 2025, QCEC delivered and presented a broad range of detailed analytical insights to committees and sector networks. This included updates on sector enrolment trends, geographical population movements, and demographic shifts influencing school demand. Continuing work also focused on examining student attendance and participation and NCCD profiles in key demographic groups, highlighting the key drivers behind changes across regions. Forward looking forecasts and scenario-based insights were also provided to support CSAs in planning future capital investments and shaping long term strategic priorities.

Student Outcomes

QCEC produced and presented high-level analyses to the Commission and associated committees on student achievement, growth, and participation. This work centred on National Assessment Program – Literacy and Numeracy (NAPLAN) results and Year 12 Outcomes data. CSAs continued to seek comparative insights across the Queensland Catholic sector, the state-wide cohort, and the independent/non-Catholic sector, with QCEC providing sector-level benchmarking to support system improvement and evidence-informed decision-making analysis to the Commission and associated committees on student achievement, growth, and participation. This work centred on NAPLAN results and Year 12 Outcomes data.

Curriculum, assessment and reporting

National Assessment Program

QCEC provided support for domestic and international assessments under the National Assessment Program (NAP). Catholic schools proved to be resilient in managing the challenges of a cyclone and flooding during the NAPLAN assessment in March. Additional data on student growth was available with Years 5, 7 and 9 students being the first students to have completed two NAPLAN assessments since the introduction of the new proficiency levels in 2023. A number of Catholic schools also participated in the NAP Opt-in sample assessment program which included Science Literacy and Civics and Citizenship being offered for the first time in 2025.

First Nations education

In 2025, the First Nations Education Committee worked to provide strategic advice and recommendations to the Commission. The committee focused on ensuring equitable educational opportunities, cultural inclusivity, cultural safety, and academic progress for the 9,500 First Nations students enrolled across the Catholic school system.

The committee, chaired by Antoinette Cole and comprising staff representatives from Queensland CSAs, received endorsement from the Commission to establish a statewide First Nations Student Council in 2026 to provide information, insights and recommendations to inform QCEC's advocacy for First Nations students.

The committee delivered a presentation at the Student Protection Inservice Day, focusing on the Child Safe Standards and the Universal Principle of Cultural Safety, in collaboration with the Queensland Family and Child Commission (QFCC).

It maintains an active relationship with the NCEC's Aboriginal and Torres Strait Islander Education Network and will continue to provide support and guidance to QCEC while fostering cooperative partnerships with CSAs.

QCEC remains committed to advocating for the forthcoming national First Nations Education Policy alongside the National Aboriginal and Torres Strait Islander Education Corporation.

Additionally, QCEC supports First Nations education through participation in the Transition Initiatives Governance Group. This principal forum includes representatives from the Department of Education, ISQ, Australian Boarding Schools Association, National Indigenous Australians Agency, Boarding Australia, Department of Human Services, and Department of Social Services. Collectively, these organisations are dedicated to enhancing commitment, understanding, and support for students transitioning from remote communities to boarding schools.

QCEC continued the development of its second Innovate Reconciliation Action Plan in partnership with Reconciliation Australia. Staff enhanced their cultural understanding through immersions at Brisbane Catholic Education's Ngutana-Lui Aboriginal and Torres Strait Islander Cultural Studies Centre and visits by two Secretariat members to the Cape York Peninsula.

Kindergartens and early childhood education

In 2025, QCEC assisted 29 Catholic kindergartens to deliver approved programs to nearly 2,000 children and their families. The continuation of Free Kindy enabled all eligible children to access 15 hours of early education per week for 40 weeks in approved programs. Kindergarten enrolments increased to 1,887 children for 2025.

The Kindy Uplift program continued to provide opportunities for kindergarten services to fund programs, resources, supports and professional development to build teacher and educator capacity, strengthen the cultural responsiveness of services and improve children's learning and development in identified priority areas.

QCEC continued to build capability across the sector through advisory support to connect services and educators with professional learning opportunities and communities of practice. Kindy Uplift is a data-informed approach with promotes culturally safe, inclusive, and responsive kindergarten programs, with particular emphasis on including Aboriginal and Torres Strait Islander children and strengthening Indigenous perspectives.

Free Kindy subsidies continued to provide increased workforce funding to attract and retain qualified early childhood teachers in regional and remote areas, including dedicated support for relocation and accommodation. These teacher support subsidies together with Early Childhood Practicum Placement Grants and the Qualifications Pathways Program, supported the recruitment, retention, sustainability, and quality of the early childhood workforce.

The revisions to the Early Years Queensland curriculum have been finalised, and all approved kindergarten programs now incorporate the Queensland Kindergarten Learning Guidelines (QKLG) 2024 updates throughout their planning, implementation, evaluation, and critical reflection processes. Additionally, the QKLG 2024 revisions have been integrated into the updated Queensland Curriculum Assessment Authority Kindergarten Transition Statement app, ensuring a clear and comprehensive outline of each child's learning and development strengths as they progress to Prep.

The Australian Early Developmental Census (AEDC) data has continued to provide critical evidence for planning purposes, enabling educators to identify developmental strengths and areas of vulnerability within communities. Early childhood staff have been supported by QCEC to partner with Department of Early Childhood to support the development of responsive environments and tailored programs. In March 2025, AEDC 2024 data was released at national, state, and community levels. Data was collected for over 288,000 children nationally (94% of eligible children) and 16,723 teachers in 7,368 schools between May and July 2024. In Queensland, over 62,000 children (98%) of the Prep cohort participated, with the state maintaining a higher proportion of children on track in their development compared to the national average. With the release of the 2024 data, kindergarten services and schools now have access to updated resources and tools designed to enhance professional learning and inform educational support strategies.

Early years educators demonstrated commitment in supporting children's learning and development, ensuring smooth transitions into 2026.

Highly accomplished and lead teacher certification

The 2025 Highly Accomplished and Lead Teacher (HALT) Certification Program for Queensland Catholic Sector has experienced ongoing growth and success, with 2025 being the inaugural year of the streamlined Certification 2.0 process and the most successful year to date for Queensland Catholic teachers.

In December, the Queensland College of Teachers (QCT) advised 54 teachers from Catholic schools were certified, with 43 of these certified as Highly Accomplished Teachers (HAT) and 11 as Lead Teachers (LT). All Diocesan CSAs celebrated successful candidates in 2025. Teachers in RI/MPJP schools, including EREA Colleges also achieved certification reflecting the talent and dedication of teachers across all Queensland Catholic settings. There are now approximately 115 Certified Teachers known to be teaching in Catholic schools.

Certified Teachers are expert, reflective classroom practitioners who serve as models of excellence, driving collaborative improvement and lifting the overall quality of teaching and learning in their educational communities.

Certification 2.0 introduced a pre-submission readiness check and allowed applicants to select up to ten Standard descriptors of the Australian Professional Standards for Teachers for affirmation by referee comments, reducing the need for additional evidence for those selected descriptors. These innovations have contributed to a lighter preparation load for teachers and have supported outstanding success for candidates.

As part of the changes in Certification 2.0, the Certification Pathways process has been introduced by the QCT providing recognition of prior assessment from endorsed programs thus further minimising the applicant's evidence curation for those who successfully complete the endorsed course. The Diocese of Toowoomba Catholic Schools received endorsement for the *Support to Succeed: Early Career Teacher Mentor Link* program which is now available to teachers employed by Diocese of Toowoomba Catholic Schools.

The high volume of 2025 certification submissions necessitated the implementation of three distinct assessment rounds during Terms 3 and 4. To accommodate this demand, QCEC Assessors undertook multiple portfolio evaluations. QCEC is grateful to our Assessors for their committed service to certification. This highly credentialed and dedicated Assessor team gathered in May to attend the Certification 2.0 Assessor Refresher Course, facilitated by the QCT. Twelve new Assessors were commissioned in April, in readiness for the 2025 assessment season, with 20 candidates commencing the Assessor Training Program in November in readiness for 2026.

The 9th HALT Summit held in Canberra in May, celebrating teacher excellence, was well attended by approximately 30 Queensland Catholic Certified Teachers. The Summit's theme, '*Spark Ideas, Ignite Impact*' brought together a community of over 500 attendees, both in person and online, showcasing the profound impact of HAT and LTs in elevating teaching quality and student outcomes.

QCEC has continued to offer #HATCHAT #LEADFEED sessions in which participants are able to engage with Certified Teachers and hear of their journeys and advice to optimise success. Support for individual candidates, distribution of applicant newsletters and CSA updates were also provided by QCEC.

2025 was distinguished by innovation, sustained momentum, and notable achievement, evidenced by record numbers of Certified Teachers. These results underscore the pivotal contributions of educators at the higher career stages, who serve as mentors and leaders in fostering the ongoing advancement of educational excellence throughout Queensland Catholic schools.

Committee Structure

REFERENCE GROUPS

Education

Student Protection

Capital Assistance

COMMITTEES

Finance

Audit & Risk Management

Workplace Relations

Political Advisory

Capital Assistance Assessment

First Nations Education

NETWORKS

Inclusive Education

Faith Formation & Religious Education

Governance

Student Wellbeing

Communications

Information & Communication Technologies

VET and Vocational Learning

Workplace Relations

Boarding Schools

TASKFORCES

Non-State Schools Accreditation Framework Review Implementation Taskforce

WORKING GROUPS

Catholic Education Week

Kindergarten

Out-of-Home Care

Artificial Intelligence

Financial Statements

Statement of Profit or Loss and Other Comprehensive Income for the Year Ended 31 December 2025

	2025 $	2024 $
REVENUE		
Revenue - Grants	286,719	297,608
Revenue – Levies	8,160,108	7,201,364
Other Income	7,241,085	4,065,326
Gross Income for the Year	**15,687,912**	**11,564,298**
EXPENDITURE		
Grants Expenditure	1,597,673	1,551,990
Salaries & Related Expenses	8,480,254	7,346,651
Administration Expenses	1,344,129	1,198,252
Projects & Initiatives expenses	538,927	455,759
Travel and Meeting Costs	191,712	121,129
Motor Vehicle Expenses	50,743	46,600
Sponsorships	17,351	21,569
Total Expenditure for the Year	**12,220,789**	**10,741,950**
Surplus/(Deficit) Before Income Tax	**3,467,123**	**822,348**
Income Tax Expense	-	-
Surplus/(Deficit) After Income Tax	**3,467,123**	**822,348**
Other Comprehensive Income, Net of Tax	-	-
Total Other Comprehensive Income for the Year Attributable to the Members of Queensland Catholic Education Commission	**3,467,123**	**822,348**

Statement of Financial Position as at 31 December 2025

	2025 $	2024 $
ASSETS		
CURRENT ASSETS		
QCEC Grant Program Funds Managed for Government	179,250,984	126,670,494
Cash and Cash Equivalents	10,887,140	10,131,843
Other Assets	2,257,763	1,081,744
Total Current Assets	**192,395,887**	**137,884,081**
NON CURRENT ASSETS		
Receivables	4,268,267	-
Property, Plant & Equipment	176,728	2,411,774
Total Non Current Assets	**4,444,995**	**2,411,774**
TOTAL ASSETS	**196,840,882**	**140,295,855**
LIABILITIES		
CURRENT LIABILITIES		
QCEC Grant Program Funds Managed for Government	178,220,016	126,019,293
Payables & Accruals	1,927,804	1,123,752
Provisions	575,270	460,186
Total Current Liabilities	**180,723,090**	**127,603,231**
NON CURRENT LIABILITIES		
Provisions	196,054	238,009
Total Non Current Liabilities	**196,054**	**238,009**
TOTAL LIABILITIES	**180,919,144**	**127,841,240**
NET ASSETS	**15,921,738**	**12,454,615**
EQUITY		
Reserves	1,442,524	1,442,524
Accumulated Funds	11,012,091	10,189,743
Current Year's Surplus/(Deficit)	3,467,123	822,348
TOTAL EQUITY	**15,921,738**	**12,454,615**

Catholic School Statistics 2025

Table 1: Number of Queensland Catholic Schools and Campuses in 2025 by Diocese and School Type

	Brisbane		Cairns		Rockhampton		Toowoomba		Townsville		QLD Catholic Total	
	School	Campus	School	Campus	School	Campus	School	Campus	School	Campus	School	Campus
Combined	30	31	2	2	-	-	7	8	6	4	**45**	**45**
Primary	107	110	20	21	31	31	21	21	18	20	**197**	**203**
Secondary	37	38	8	10	11	13	5	5	10	14	**71**	**80**
Total 2025	**174**	**179**	**30**	**33**	**42**	**44**	**33**	**34**	**34**	**38**	**313**	**328**

Table 2: Number of Staff in Queensland Catholic Schools in 2025 by Staff Level and Employment Status (Headcount)

Note: Includes Catholic School Offices

	Combined	Primary	Secondary	QLD Catholic Total
Full Time	2,105	4,774	7,403	**14,282**
Part Time	597	5,449	3,398	**9,444**
Total 2025	**2,702**	**10,223**	**10,801**	**23,726**

Table 3: Number of Teaching Staff in Queensland Catholic Education in 2025 by Diocese, Staff Level and Employment Status (Headcount)

Note: Excludes Catholic School Offices

		Brisbane	Cairns	Rockhampton	Toowoomba	Townsville	QLD Catholic Total
Combined	**Total**	**317**	**10**	-	**63**	**9**	**399**
	Full Time	274	10	-	48	7	339
	Part Time	43	-	-	15	2	60
Primary	**Total**	**3,627**	**501**	**737**	**473**	**601**	**5,939**
	Full Time	2,642	357	491	335	434	4,259
	Part Time	985	144	246	138	167	1,680
Secondary	**Total**	**4,115**	**513**	**908**	**440**	**734**	**6,710**
	Full Time	3,603	421	741	383	604	5,752
	Part Time	512	92	167	57	130	958
	Total 2025	**8,059**	**1,024**	**1,645**	**976**	**1,344**	**13,048**

Table 4: Number of Teaching Staff in Queensland Catholic Education in 2025 by Diocese, Staff Level and Gender (Headcount)

Note: Excludes Catholic School Offices. *Indeterminate, intersex, or unspecified.

		Brisbane	Cairns	Rockhampton	Toowoomba	Townsville	QLD Catholic Total
Combined	**Total**	**317**	**10**	-	**63**	**9**	**399**
	Female	215	6	-	40	8	269
	Male	101	4	-	23	1	129
	X*	1	-	-	-	-	1
Primary	**Total**	**3,627**	**501**	**737**	**473**	**601**	**5,939**
	Female	3,095	443	684	428	548	5,198
	Male	531	58	53	45	53	740
	X*	1	-	-	-	-	1
Secondary	**Total**	**4,115**	**513**	**908**	**440**	**734**	**6,710**
	Female	2,495	325	573	266	474	4,133
	Male	1,620	188	335	174	260	2,577
	Total 2025	**8,059**	**1,024**	**1,645**	**976**	**1,344**	**13,048**

Table 5: Number of Principals in Queensland Catholic Education in 2025 by Diocese, Staff Level and Gender (Headcount)

		Brisbane	Cairns	Rockhampton	Toowoomba	Townsville	QLD Catholic Total
Combined	**Total**	**17**	**2**	-	**7**	**4**	**30**
	Female	3	1	-	1	4	9
	Male	14	1	-	6	-	21
Primary	**Total**	**111**	**21**	**31**	**21**	**20**	**204**
	Female	58	13	16	14	13	114
	Male	53	8	15	7	7	90
Secondary	**Total**	**50**	**10**	**13**	**5**	**14**	**92**
	Female	22	7	8	4	6	47
	Male	28	3	5	1	8	45
	Total 2025	**178**	**33**	**44**	**33**	**38**	**326**

Table 6: Number of Students in Queensland Catholic Schools in 2025 by Year and Level of Schooling (FTE)

Note: FTE has been rounded to the nearest whole number

Year	Primary	Secondary	QLD Catholic Total
2025	83,807	80,830	**164,637**

Table 7: Number of Students in 2025 by Diocese, Level of Schooling and Gender (FTE)

Note: FTE has been rounded to the nearest whole number. *Indeterminate, intersex, or unspecified.

		Brisbane	Cairns	Rockhampton	Toowoomba	Townsville	QLD Catholic Total
Primary	**Total**	**53,020**	**6,553**	**10,036**	**6,427**	**7,770**	**83,807**
	Female	25,953	3,299	4,989	3,155	3,812	41,208
	Male	27,065	3,254	5,046	3,272	3,958	42,596
	X*	3	-	-	-	-	3
Secondary	**Total**	**51, 910**	**5,644**	**10,650**	**5,309**	**7,317**	**80,830**
	Female	25,019	2,829	5,189	2,646	3,787	39,470
	Male	26,839	2,815	5,458	2,663	3,526	41,301
	X*	52	-	3	-	4	59
	Total 2025	**104,930**	**12,197**	**20,686**	**11,736**	**15,087**	**164,637**

Table 8: Number of Students in Edmund Rice Education and Religious Institute Schools in 2025 by Diocese, School Type and Level of Schooling (FTE)

Note: FTE has been rounded to the nearest whole number

	Edmund Rice Education Australia Colleges						Edmund Rice Education Australia Flexible Schools						Religious Institute					
	Number of Schools			Enrolments (FTE)			Number of Schools			Enrolments (FTE)			Number of Schools			Enrolments (FTE)		
	Combined	Secondary	**Total**	Primary	Secondary	**Total**	Combined	Secondary	**Total**	Primary	Secondary	**Total**	Combined	Secondary	**Total**	Primary	Secondary	**Total**
Brisbane	7	-	7	1,710	8,783	10,493	-	9	9	-	926	926	11	1	12	2,310	13,187	**15,497**
Rockhampton	-	1	1	-	1,034	1,034	-	1	1	-	86	86	-	1	1	-	606	**606**
Toowoomba	-	-		-			-	-		-	-	-	1	-	1	328	859	**1,187**
Townsville	-	1	1	-	959	959	-	2	2	-	257	257	-	1	1	-	663	**663**
Total 2025	**7**	**2**	**9**	**1,710**	**10,776**	**12,486**		**12**	**12**		**1,269**	**1,269**	**12**	**3**	**15**	**2,638**	**15,315**	**17,953**

Table 9: Number of Aboriginal and Torres Strait Islander Students 2025 by Diocese and Level of Schooling (FTE)

Note: FTE has been rounded to the nearest whole number

Student FTE	**Brisbane**	**Cairns**	**Rockhampton**	**Toowoomba**	**Townsville**	**Grand Total**
Primary	1,848	760	802	641	999	5,050
Secondary	1,837	633	910	414	1,057	4,851
Total 2025	**3,685**	**1,393**	**1,712**	**1,055**	**2,056**	**9,901**

Table 10: Number of Full Fee Payment Overseas Students 2025 by Diocese and Level of Schooling (FTE)

Note: FTE has been rounded to the nearest whole number

Student FTE	Brisbane	Cairns	Rockhampton	Toowoomba	Townsville	Grand Total
Primary	71	1	3	1	5	81
Secondary	185	4	4	5	12	210
Total 2025	**256**	**5**	**7**	**6**	**17**	**291**

Table 11: Number of Students with Disabilities (NCCD) 2025 by Diocese and Level of Schooling (FTE)

Note: FTE has been rounded to the nearest whole number

Student FTE	Brisbane	Cairns	Rockhampton	Toowoomba	Townsville	Grand Total
Primary	10,986	1,277	2,670	1,635	1,450	18,019
Secondary	11,824	959	2,214	1,174	1,490	17,661
Total 2025	**22,810**	**2,236**	**4,884**	**2,809**	**2,940**	**35,680**

Table 12: Number of Boarding Students 2025 by Diocese and Level of Schooling (FTE)

Note: FTE has been rounded to the nearest whole number

Student FTE	Brisbane	Cairns	Rockhampton	Toowoomba	Townsville	Grand Total
Primary	3	-	-	-	5	8
Secondary	611	283	539	274	267	1,974
Total 2025	**614**	**283**	**539**	**274**	**272**	**1,982**

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QCEC
QUEENSLAND CATHOLIC EDUCATION COMMISSION

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