Catholic Education
Diocese of Cairns
Learning with Faith and Vision

SCHOOL YEAR 5 REVIEW SUMMARY REPORT

School	Good Counsel College - Innisfail	
Principal	Mr Paul Melloy	
	Name	*School/Community Role*
School Representative	Brenton Pappas	Assistant Principal - Wellbeing
School Representative	Elizabeth Sutton	Deputy Principal
School Representative	Annette Luxford	Assistant Principal Religious Education
School Representative	Chris Borrell	Business Manager
School Representative	Fr. Kerry Crowley	Parish Priest
School Representative	Michael Lindsay, Kellie Page	Wellbeing Leader
School Representative	Dave Pedley	Property/Maintenance Manager
School Representative	Matt Nolan, Jess Squarci, Gabrielle Doolan	Heads of Department
School Representative	Seth Christoper	Guidance Counsellor
School Representative	Shaleah Tatipata	Indigenous Liaison Officer
School Representative	Julie Nicolau, Chloe Aquilina	Admin & Finance
School Representative	Anna Migdalski	Learning Support Officer
School Representative	Marcelle Foster	VET Pathways
School Representative	Timmy, Danni, Erin, Brock	Collegel Captains
School Representative	Brooklyn, Tori, Gerogia, Michael, Hannah, Alex, Charlotte, Lotus	Student Leaders

School Representative	Tania Spagnolo, Tamara McLaughlin, Deniella Stephenson, Santina Keenan, Leigh Hodder-Onaindia	Parents & Friends Committee
Review Panel	*Name*	*Professional Position*
External Validator	Mr Ross Jones	Retired Director Catholic Education Diocese of Rockhampton
CES Consultant	Mr Chris Mayes	Review Panel Chair and Consultant to CES
Visit Date	*21 October 2026*	
Attached Documentation for NSSA Board	• Validated Compliance Audit Report (CAR) • External Validator Authentication • Student Protection Continuous Improvement Audit • Schedule for School Review Day • Diocesan Student Protection Processes and Guidelines	

The following summary report addresses aspects of the statutory requirements outlined in the *Non-State Schools Accreditation Board's Review Program Guidelines* for the demonstration of compliance with the Education (Accreditation of Non-State Schools) Act 2017. (Version 1.11)

Please note:

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Section A: School Context

Observations on the school's current context, strengths and associated challenges that impact on review and school improvement.

Good Counsel College is a co-educational Catholic secondary college located on Mamu Country in Innisfail, approximately 85 kilometres south of Cairns. Situated within one of Australia's most fertile agricultural regions, the local economy is strongly supported by the sugar cane and banana industries. According to the 2021 Census, Innisfail has a population of 9,257 people, including 2,268 families.

Catholic education in Innisfail commenced in 1903 when the Good Samaritan Sisters established the Convent School for 42 students. The school quickly became a significant educational presence within the district, with enrolments growing steadily over subsequent decades. The arrival of the Marist Brothers in 1938 further expanded Catholic education in the region, including the establishment of a girls' secondary department in 1941.

The present-day Good Counsel College was formed in 1975 through the amalgamation of Marist Brothers College and Sacred Heart Convent, establishing a co-educational model of Catholic education for the Innisfail community. Today, Good Counsel Primary School educates students from Prep to Year 6, while Good Counsel College serves students in Years 7 to 12. As a member of the Marist Schools Australia Association, the College is deeply influenced by the Marist tradition, with the characteristics of Presence, Simplicity, Family Spirit, Love of Work, and In the Way of Mary shaping its culture, decision-making, and educational practice.

The College's Mission is "to provide a high-quality Catholic Education grounded in the Marist Tradition, where every student is known and loved ". The College values of Faith, Compassion, Integrity, Inclusivity, Perseverance and Courage are a reimagining of its Marist Foundations. The College's Motto: *One Spirit in Christ*, was penned by Sister Bernice Moore, the College's first Deputy Principal, to represent the unity of Sacred Heart Convent and Marist Brothers College. It reflects the College's commitment to fostering a united faith community grounded in Gospel values, where students, staff and families journey together in the Marist tradition as one community centred on Christ.

Good Counsel College currently has an enrolment of approximately 451 students and serves a diverse student population reflective of the wider Innisfail community. Over the past five years, enrolments have increased by approximately 100 students, demonstrating sustained growth and confidence in the College's educational offering. During this period, the College's ICSEA value has decreased from 996 to 982, highlighting an increasingly diverse socio-educational student profile and reinforcing the College's commitment to providing equitable learning opportunities for all students.

Approximately 11.5% of students identify as First Nations Australians and are supported through culturally responsive practices and the leadership of the College's Indigenous Liaison Officer. A further 4.9% of students come from language backgrounds other than English, enriching the cultural diversity of the College community. In addition, approximately 12% of students are identified through the Nationally Consistent Collection of Data (NCCD) as requiring adjustments to support their learning and participation.

Guided by its commitment to inclusion and the Marist belief that every student is known and loved, the College strives to provide a broad and responsive educational experience. The curriculum offers multiple pathways including academic programs that prepare students for tertiary study, vocational education and training opportunities, school-based apprenticeships and traineeships, and targeted support for students with diverse learning needs.

Reflecting the characteristics of a regional town with a large agricultural sector, student post-school destinations are varied, with strong participation in TAFE and vocational pathways, including

Section A: School Context

Observations on the school's current context, strengths and associated challenges that impact on review and school improvement.

apprenticeships and traineeships, alongside direct entry into employment and a substantial number progressing to tertiary education.

Over the past five years, there has been several changes within the leadership team of the College as well as significant growth within the student population. The Leadership Team consists of the Principal, Deputy Principal - Teaching and Learning, Assistant Principal - Wellbeing, Assistant Principal - Religious Education (APRE) and Business Manager. The current College Principal has been in his role since January 2025.

The College participated in a SIT review in 2026. In their Review Report, the College was commended for:

- The embedding of the GCC mission, values and vision in all aspects of planning and operation.
- The commitment by the College community to enact the mission of providing an engaging, supportive and high-quality Catholic education in a safe learning environment allowing all students to succeed and contribute to a better world'.
- The dedication by all staff to foster a positive learning culture that supports holistic education and nurtures the Catholic faith and Marist values.
- The positive culture which reflects a shared commitment to high expectations for student learning, engagement and wellbeing.
- The high staff morale as reflected in strong staff satisfaction, high retention levels, appreciation of collegial support and a commitment to student learning and wellbeing.
- The College leadership who are recognised by families, staff and students as hard working and supportive of the College community.
- The sense of pride, belonging and optimism that permeates the College.
- The collaborative development of the 2026 SAIP which establishes the agreed priorities for the year.
- The review of data linked to attendance, late arrivals and behaviour incidents, which has led to the need for a consistent school-wide approach to behaviour management.
- The successful implementation of the MTSS-E, which has resulted in improved behaviour and attendance.
- The strategic allocation of resources and facilities to provide differentiated post schooling pathways for senior students.
- The processes used to identify the learning needs of students and the adjustments made to learning programs to meet the needs of all students.
- The development of the Curriculum Delivery Plan which provides teachers with clear expectations for curriculum planning and delivery.
- The analysis led by the principal which identified the need for a whole-of-college pedagogy leading to the current implementation of EI.
- The development of a comprehensive process to guide the formation of college partnerships.
- The development of several successful partnerships including the sport academies, the Aspire to Teach Program and local Indigenous organisations.

Over the past three years, the College has experienced significant enrolment growth, reflecting renewed community confidence and the strengthening reputation of the school. Contributing factors include the breadth of curriculum offerings, the introduction of sporting academies, and a strong commitment to supporting senior students in planning successful post-school pathways. Enrolment

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Observations on the school's current context, strengths and associated challenges that impact on review and school improvement.

projections indicate that this growth is likely to continue, presenting both opportunities and challenges for the College.

A key consideration arising from this growth is the capacity of existing facilities and infrastructure to meet future demand. The Leadership Team has responded proactively through the development of a comprehensive Master Plan, with implementation scheduled to commence in 2027. Continued enrolment growth will also increase staffing requirements at a time when the attraction and retention of quality personnel remains a challenge due to the College's regional location. This is particularly evident in the recruitment of specialist teaching staff. As a result, workforce attraction, development and retention remain strategic priorities for the Principal and College leadership.

The College's regional context also presents external factors that can influence enrolment trends and community stability. The local economy is heavily linked to the agricultural sector, making it susceptible to market fluctuations that can impact family employment and population patterns. In addition, the region has experienced the effects of significant natural events, including cyclones, which have disrupted local communities and affected enrolment patterns in previous years.

Section B: Impact/ Effectiveness of annual School Review Processes over the last five years using the CES School Effectiveness Framework Process.

B1: *Engagement and stakeholder feedback with internal review process (Parish, staff, parents, students, and community members), and to what extent a professional review culture is present (or developing) at the school.*

The annual school review process is led by the College Principal in collaboration with the Leadership Team and is underpinned by the Cairns Catholic Education School Effectiveness Framework (SEF) School Review Tool, which incorporates the School Improvement Tool (SIT). The process enables the College to identify improvement priorities, monitor longitudinal trends and evaluate progress over time. Staff engagement in the review process occurs through ongoing discussion and reflection at staff meetings throughout the year, with review outcomes informing both the School Annual Improvement Plan (SAIP) and individual Professional Growth in Action Plans (PGIAPs). Feedback from key stakeholders, including staff, students and parents, is also gathered through annual surveys and contributes to the identification of strategic priorities and areas for improvement.

Over the past five years, the College has experienced several changes in leadership. Despite these transitions, the internal review process has provided a stable and consistent framework for collecting evidence, monitoring progress and informing decision-making. With support from Catholic Education Services (CES), the College has developed effective practices for gathering, analysing and interpreting stakeholder feedback and school performance data. Evidence presented during the validation process demonstrated that survey results and other review findings are regularly considered by the Leadership Team and used to shape improvement initiatives, strategic planning and resource allocation.

The current College Principal commenced at Good Counsel in 2025. During that year, he facilitated a SWOT analysis of the College. This was completed in collaboration with the staff, student and parent/caregiver bodies. The feedback from this process gave the Principal a strong current context of the College and priroity areas for improvement. The areas included:

- Consistent behaviour management
- A stronger shared Identity
- Improved pedagogy
- Differentiated learning
- Expanded pathways.

This process was validated by the staff, students and parents during the validation process.

In the past two years the Principal has strengthened parent engagement with the College. This is evidenced by the significant growth of the P & F Committee and willingness of the parents to be involved in College events and feedback opportunities.

The College has established a developing culture of continual review and improvement that was evident throughout the validation process. School leaders demonstrated a clear commitment to evidence-informed decision-making and articulated how multiple sources of data are used to monitor performance, evaluate initiatives and guide whole-school improvement. While this professional review culture is well established within the Leadership Team, there is an acknowledged need to further strengthen data literacy and the consistent use of data across all teaching staff. Consequently, building staff capability in data analysis and evidence-based practice remains an ongoing priority. There is clear evidence that improvement actions, policy updates and new

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initiatives are informed by findings from previous reviews and stakeholder feedback. The College also demonstrates a commitment to transparency by communicating improvement priorities and progress through staff meetings, newsletters, Parents and Friends (P&F) meetings and other community forums, supporting engagement with the broader school community.

The impact of the College's review and improvement processes is also evident in the breadth of student pathway opportunities available. Feedback from students, families and industry partners, together with analysis of post-school destination data, has informed the development of diverse curriculum and pathway offerings. These include strong partnerships with external providers such as FisherONE, Distance Education, TAFE and other Registered Training Organisations (RTOs). As a result, students are provided with a wide range of pathways into further education, training and employment. Post-school data indicates diverse student destinations, with a higher proportion of Good Counsel College graduates undertaking further study compared to the Cairns Catholic Education system and Queensland state averages.

Parents and staff members provide feedback through annual surveys and selected members participated in the review process. This appeared to be done in an open and transparent way.

Of note, the interviews and SIT report affirmed the College for:

- The development of processes to ensure that students are able to successfully contribute to the strategic direction of the College.
- The culture of staff being open to innovation and eager to learn from research and from other colleges.
- The collaborative development of the College budget with clear links to the priorities identified in the 2026 SAIP.
- The significant allocation of resources to support programs for diverse learners.
- The development of a building program to support the further expansion of the College.
- The mentor program which provides professional and personal support for early career teachers.
- The processes used to welcome new staff, the support provided and how their contributions are valued, which has encouraged a long-term commitment.
- The strategic allocation of staffing and facilities to provide differentiated post schooling pathways for senior students.
- The implementation of differentiated mathematics and English classes for years 7–10, enabling enhanced support for student learning and achievement.
- The regular and valued communication that teachers make with families about their student's progress and how the family can support learning.
- The whole-of-college commitment to inclusion, with teachers employing differentiated instruction to provide equitable learning opportunities for all students alongside their peers.
- The development of the Explicit Instruction Implementation Plan which defines the phases for implementation and provides clarity around how EI will be embedded in teaching practices.

The leadership team identifed the following improvement areas for this year:

- Review of the senior Religious Education curriculum and resources to provide students with more academically rigorous and meaningful pathway opportunities.
- Stage the implementation of a college-wide pedagogical approach (EI).
- Introduce a differentiated class structure in Years 7 and 8 for Mathematics, English and Science.

- Establish a consistent, college-wide approach to behaviour management.
- Maintain and strengthen high-level partnership engagement with external providers, local businesses, and partner organisations.
- Develop a 10 year Property Plan.
- Develop strategies to attract and retain high-quality staff.

Overall, Good Counsel College demonstrates effective and increasingly embedded review processes that engage key stakeholder groups and inform strategic decision-making. While the use of evidence and data is clearly evident at the leadership level, the continued development of staff data literacy and collective responsibility for evidence-informed improvement will further strengthen the College's professional review culture.

B2: *The alignment of internal review outcomes (using the SEF School Review Tool) with annual school improvement planning (SAIP), action and school and staff professional learning.*

The College demonstrates a strong and intentional alignment between the outcomes of its internal review processes, annual improvement planning and staff professional learning. Evidence provided to the panel confirmed that findings from the annual review process, undertaken using the School Effectiveness Framework (SEF) and School Review Tool (SIT), directly inform the development of the School Annual Improvement Plan (SAIP). The SAIP is also aligned with diocesan improvement priorities and reflects a clear line of sight between the Diocesan Strategic Plan, the College Strategic Plan, annual improvement goals and individual Professional Growth in Action Plans (PGIAPs). Furthermore, the priorities identified within the SAIP are closely connected to the College's Mission and Purpose Statements, ensuring that strategic improvement efforts remain consistent with the College's Catholic identity and educational vision.

The panel was provided with evidence demonstrating the processes used by the Leadership Team to analyse review data, stakeholder feedback and school performance information in order to identify improvement priorities and monitor progress. This alignment was evident in the 2026 SAIP, where improvement goals were clearly linked to identified needs and supported by targeted actions, timelines and measures of success. Priority areas include:

- Review of Religious Education curriculum and resources to strengthen academic rigour and senior pathways
- Implementation of a college-wide Explicit Instruction approach to improve student engagement and learning outcomes
- Introduction of differentiated class structures in Years 7 and 8 Mathematics, English and Science.
- Development of a consistent whole-school Behaviour Pyramid
- Continued strengthening of partnerships with external providers, local businesses and community organisations to enhance student pathways and post-school opportunities.

Professional learning is deliberately aligned to these improvement priorities and varies according to identified needs, emerging data and CES support. Evidence demonstrated that staff development initiatives have been strategically planned to support the successful implementation of SAIP priorities. These initiatives include professional learning in Religious Education curriculum delivery, Explicit Instruction and instructional coaching, differentiated learning and teaching practices, the establishment of differentiated class structures in Years 7 and 8, and collaborative staff engagement in the development and implementation of the College Behaviour Pyramid.

The panel found clear evidence that the College's improvement strategies, professional learning priorities and resource allocation are informed by internal review findings and ongoing evaluation.

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Leadership demonstrated a strong commitment to monitoring the implementation and impact of improvement initiatives, with evidence presented of completed actions, initiatives currently in progress and the processes used to track progress against SAIP goals. The College Leadership Team has also commenced using data and findings from recent reviews to inform planning for the next strategic cycle.

The College is to be commended for the clarity, coherence and alignment evident within its improvement planning processes. It is suggested that future SAIPs may be strengthened by focusing on a smaller number of targeted priorities to ensure an even sharper and more strategic improvement focus, while maintaining the strong connection between review outcomes, professional learning and school improvement actions.

B3: *Use of aggregate data about student performance and outcomes to inform both school and teacher review, decision making and planning for improvement of student learning and pedagogy.*

The Leadership Team identified that one of the College's most significant areas of recent growth has been the establishment of a more orderly, consistent, and improvement-focused learning environment. The implementation of the Behaviour Framework and MTSS-E has strengthened clarity around staff expectations and responsibilities, with strong levels of support and commitment evident across the teaching staff. Similarly, the introduction and phased implementation of the Explicit Instruction model has been positively received, with members of the College Leadership Team and selected teachers engaging in professional learning and implementation support provided by CES. Evidence gathered through meetings and documentation also indicates a strengthening of positive staff culture, characterised by increased collaboration, professional trust, and openness to innovative practices. In addition, significant progress has been made in strengthening curriculum processes and unit planning to support greater consistency in teaching and learning across the College.

The School Improvement Team (SIT) Review identified that while the College has access to a range of comprehensive student performance and wellbeing data sources, the consistent analysis and application of this data to inform teaching practice, differentiation and whole-school pedagogical improvement is not yet evident across all classrooms. The review highlighted opportunities to strengthen the use of data-informed practices, including the development of expert teaching teams, consistent differentiated teaching strategies and the implementation of agreed whole-school pedagogical approaches.

Evidence gathered during the validation process indicates that the College Leadership Team effectively utilises aggregate student data to inform strategic decision-making, priority setting and school improvement planning. Currently, data analysis is used regularly to inform the Leadership Team and Middle Leader discussions and is used to monitor progress against Annual School Improvement Plan (SAIP) priorities. Data use currently is more focused on student well-being and care processes.

The leadership team demonstrated a clear understanding of current student performance trends and has identified data-informed improvement priorities that will continue into the next strategic planning cycle.

The College has strong data programs available to them from CES and provides staff with access to a range of valuable datasets. While some teachers effectively use this information to better understand learner needs, inform differentiation and monitor student progress, the application of data across teaching staff remains variable. College leaders have recognised this inconsistency and are actively addressing it through the development of a whole-school data plan designed to

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strengthen teacher capability, establish clear expectations for data use and support greater consistency in evidence-informed teaching practices.

The validation review found a strong commitment from the College Leadership Team to fostering a culture of continual improvement through the effective use of data. The planned implementation of a comprehensive data strategy is expected to further strengthen teacher reflection, review processes and the use of evidence-based pedagogical practices to improve student learning outcomes. Additionally, the College's emerging Multi-Tiered System of Support for Education (MTSS-E), informed through staff and student feedback data, demonstrates the growing use of multiple data sources to guide school-wide improvement initiatives and support student engagement and wellbeing.

During the validation process, teachers demonstrated an understanding of the importance of using data to inform their teaching practice and to develop a deeper understanding of individual student needs. However, there was a view that greater clarity is required regarding which data sources should be prioritised and how this information can be effectively analysed, applied to classroom practice, and used to monitor student progress. The development of the College Data Plan presents an important opportunity to establish clear expectations, processes, and supports to strengthen staff capability and consistency in the use of data-informed practice.

Section C: The School Improvement Tool (SIT) School Review Process

Reviewers from the Australian Council for Educational Research spent three days at the College (15, 16, 17 September 2026) reflecting on current practices and progress made towards improving the quality of teaching and learning and subsequently, student learning and wellbeing outcomes. The review team worked closely and collaboratively with the College using an appreciative inquiry model to identify existing strengths and provide recommendations to inform the College's next improvement cycle.

The review process incorporated a significant number of participants. This included:

- The whole College Leadership Team (CLT)
- 87% of all permanent teachers
- 75% of the Teaching Support Staff
- 28 students as well as classroom observations
- 7 parents

The review also included a planning session to unpack the recommendations of their report.

The report commended the College for its:

- Embedding of the GCC mission, values and vision in all aspects of planning and operation.
- Commitment by the College community to enact the mission of providing an engaging, supportive and high-quality Catholic education in a safe learning environment allowing all students to succeed and contribute to a better world.
- Dedication by all staff to foster a positive learning culture that supports holistic education and nurtures the Catholic faith and Marist values.
- Positive culture which reflects a shared commitment to high expectations for student learning, engagement and wellbeing.
- High staff morale as reflected in strong staff satisfaction, high retention levels, appreciation of collegial support and a commitment to student learning and wellbeing.

- Leadership Team, recognised by families, staff and students as hard working and supportive of the College community.
- Sense of pride, belonging and optimism that permeates the College.
- Collaborative development of the 2026 SAIP which establishes the agreed priorities for the year.
- Review of data linked to attendance, late arrivals and behaviour incidents, which has led to the need for a consistent school-wide approach to behaviour management.
- Successful implementation of the MTSS-E, which has resulted in improved behaviour and attendance.
- Strategic allocation of resources and facilities to provide differentiated post schooling pathways for senior students.
- Processes that are used to identify the learning needs of students and the adjustments made to learning programs to meet the needs of all students.
- Development of the Curriculum Delivery Plan which provides teachers with clear expectations for curriculum planning and delivery.
- Analysis, led by the principal, which identified the need for a whole-of-college pedagogy leading to the current implementation of EI.
- Development of a comprehensive process to guide the formation of college partnerships.
- Development of several successful partnerships including the sport academies, the Aspire to Teach Program and local Indigenous organisations

Areas the report recommended the College consider included:

- Continue to systematically review student outcomes data to identify an area of learning that should be improved. The identified area will form the College's narrow and sharp explicit improvement agenda. Establish agreed ambitious and achievable student-centred targets based on current student achievement levels. Build a shared ownership of the targets and agreed strategies, ensuring that teachers have a clear understanding of changes in practice required to achieve them. Establish timelines for action and rigorously monitor the achievement of these targets.

- Document a Data Plan and timetable for the annual collection, communication, analysis and use of student performance data. Support teachers as they develop the skills to interpret and use this data as a tool to build their differentiated teaching strategies and to personalise learning. Create opportunities for teachers to work collaboratively analysing student data and using the analysis as a trigger for in-depth discussions of teaching practices.

- Co-construct and implement a Professional Learning Plan, aligned to the explicit improvement agenda, that takes account of all modes of professional learning opportunities. Develop a comprehensive and systematic approach to the observation, feedback, mentoring and coaching of staff. Include protocols for this process to ensure that there is a focus on collaboration, reflection on practice, the continued fostering of professional growth and accountability for implementation.

- Review summative assessment processes for years 7–10 with the aim of ensuring that the A-E ratings provided to students accurately measure achievement relative to the standards described in the Australian Curriculum. The review should include professional learning linked to the standards and the further refining of moderation processes to ensure consistency of teacher judgements.

- Continue the current commitment to the process of Explicit Instruction implementation focused on establishing a whole-of-college pedagogical practice. Support teachers in their understanding and implementation of the EI and ensure that there is consistency of practice evident in every classroom, every day. Determine processes for the evaluation of impact on student learning.

During the validation process, the College Leadership Team reflected positively on the findings of the ACER Improvement Tool Report, noting that the results affirmed several key strengths across the College. These included a positive culture, strong staff morale, supportive leadership, inclusive practices, effective pathways and partnerships, and the positive momentum generated through the implementation of the Behaviour Framework.

While the analysis and use of data remains an area of challenge, the College Leadership Team demonstrated a clear understanding of the need to strengthen its strategic focus in this domain. The team recognised that a more intentional and systematic approach to data use is required to support the development of measurable student achievement targets, enhance collaborative teacher inquiry and data conversations, inform targeted and consistent feedback practices, and improve moderation and differentiation across the College.

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Section D: The external review process - External Validation

The external validator, Mr Ross Jones is a retired Director from the Catholic Diocese of Rockhampton. Mr Jones is not a member of the College community or its governing body, nor has recently occupied either positions. This external validator has provided impartiality, is a qualified experienced educator and has standing in the educational profession. Mr Jones has certified the accuracy and authenticity of this school review.

During the external review the following documentation was presented and confirms that the college has demonstrated its compliance with accreditation regulations.

Data and documentation provided to the CES Consultant and the External Validator:

- Review Plan – Good Counsel College – 2026.
- The Compliance Audit Report.
- The 2026 Student Protection Continuous Improvement Audit.
- The 2026 College WHS audit
- The Catholic Education Diocese of Cairns School Effectiveness Framework Handbook.
- Access to the school portal, policies, guidelines, and procedures.
- School Profile Data including staff and student demographics, ICSEA data, enrolment trend data, and satisfaction survey responses (2024 – 2026).
- The School Improvement Tool School Review Report dated 17 September 2026.
- Student achievement data, and
- School Annual Improvement Plans 2024 – 2026.

Experiences through which the Validator gained understandings of the college and its culture:

- A briefing detailing the college context and improvement journey from the Assistant Executive Director CES.
- Meetings with the Principal, Leadership Team, Teachers and School Officers (See schedule for the day).
- Meetings with various parents.
- Meetings with 12 students from Years 7-11, and
- A walk through classrooms, and the whole college site.

D1: The external review process – general.

General comments on the school's preparation for and engagement with the two interrelated external review process.

The Principal and members of the Leadership Team were very well prepared for the completion of their Compliance Audit Report. Documents and elinks provided outlined processes and procedures and discussions with staff, students and families were used to ascertain the validity and authenticity of these processes. Any minor improvements recommended by the Panel Chair were taken up and implemented promptly.

The members of the College Leadership Team and selected staff, parents, and students within the community were honest and enthusiastically engaged with the whole external review process. This included formal and informal conversations and a tour around the College.

During the validation process and prior visits to the college, evidence was demonstrated to the Panel Chair that the College has taken action in regard to the recommendations from various audits

including, but not limited to, Workplace Health and safety, Teaching and Learning and Student Protection.

The College's hospitality and engagement with the external review process are to be commended.

Section E: School Strategic Directions for Improved Learning

General comments endorsing and/or challenging the school's view of the future directions.

Following its review of the evidence and supporting documentation provided as part of the validation process, the panel endorses the strategic priorities and directions identified to guide the future growth of Good Counsel College. These strategic intentions are clearly informed by the feedback, research, and evaluative processes undertaken throughout the five-year review cycle, demonstrating a considered, consultative, and evidence-informed approach to school improvement.

The panel observed a strong sense of optimism across the College community, with stakeholders expressing a high degree of trust and confidence in the Principal and Leadership Team. This confidence reflects the leadership team's commitment to continuous improvement and its willingness to engage in reflective practice, feedback, and ongoing learning. The breadth of curriculum offerings, together with the College's comprehensive pastoral care and student protection frameworks, demonstrates a deep commitment to student wellbeing, safety, and holistic development.

The panel believes these foundations position the College well to pursue its future strategic directions. Continued attention to the consistent use of data-informed practices, alongside the implementation of the College's emerging pedagogical priorities, will be important in ensuring that future improvement efforts translate into measurable gains in student learning and achievement.

Section F: Other findings

The panel believes that it is important to comment on the significant impact that the current College Principal has had on the Good Counsel commuity. All stakeholders who were interviewed made particular comment about Mr Melloy's ability to listen, review and learn about the community. His collaborative actions in seeking feedback from all major stakeholders in a whole school SWOT analysis engendered community trust and connection to his future vision for Good Counsel College.

After reviewing the materials and meeting with several community members during the validation process, the panel commends the College Leadership Team for:

- Their commitment to continuous improvement of the college.
- Their authentic collaborative approach in working with staff.
- Their commitment to offering opportunities and support for students.
- The trust that has been built between the team and staff.
- Their attention to the Marist Charism.
- The pride in, and love of the college exhibited by all stakeholders.
- The positive approach and intent of the staff.

- The staff feeling that there is stability and calmness within their leadership team.
- The clarity of Vision expressed by the College Principal.
- The future-focussed approach taken by the college leadership.
- The campus improvement and new Master Plan
- Student protection being prioritised and a significant part of the culture of the college.
- Nurturing a positive student-centred culture within the college.
- Good communication with staff and to parents.
- The sense of authenticity and connection to college culture by staff and students.
- Their openness and responsiveness to staff and students.
- The high staff morale.

Areas to consider:

- Refine the Annual School Improvement Plan (SAIP) by reducing the number of improvement strategies to a small number of clearly prioritised and high-impact goals. For each strategy, establish a defined data framework that identifies the data sources to be used, the rationale for their use, how the data will be monitored and analysed, and the specific success measures that will demonstrate achievement of the intended outcomes. In addition, ensure that each improvement strategy is explicitly aligned with the College's annual Professional Learning Plan so that staff capability development directly supports the achievement of school improvement priorities and strengthens accountability for measurable student, staff, and organisational outcomes.

- The College should continue the implementation plan for its whole-school Explicit Instruction Framework that promotes staff (and student) understanding, commitment and accountability for consistent pedagogical practice. The plan should include an annual plan for aligned professional learning, and defined success measures for both teacher practice and student outcomes. It should also include the analysis and evaluation processes to be used to assess implementation accountability, measure impact on student learning, and inform ongoing improvement.

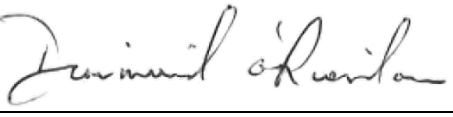
- The College needs to prioritise and implement a data plan that clearly outlines the processes, responsibilities and timelines for the collection, analysis, communication and use of student performance data. The plan should support teachers to build their capacity with data literacy and effectively use evidence to inform differentiated teaching practicses and student well-being information. Opportunities for collaborative data analysis and evidence-informed professional dialogue should be embedded within the school's improvement processes. The College should also leverage the expertise, resources and support available through Catholic Education Services (CES) to strengthen data planning, staff capability and the consistent use of data to monitor progress and improve student outcomes.

- The College should consider establishing Communities of Practice across teaching teams and learning areas, with a particular focus on Years 7-10, to strengthen the consistency of assessment, moderation and reporting practices. These collaborative structures should support shared understandings of curriculum expectations and achievement standards, enabling consistent judgements of student achievement, aligned reporting practices, and improved student outcomes.

- The College should continue to build staff capability in the identification of student learning needs and the accurate collection and analysis of NCCD data. This work should be

accompanied by a focus on strengthening differentiated classroom practice, ensuring that teaching and learning programs are informed by student data and designed to provide appropriate adjustments, targeted interventions, and extension opportunities. Particular consideration should be given to ensuring that differentiation practices support both students requiring adjustments and high-achieving students who would benefit from greater academic challenge and extension.

- Good Counsel College offers a unique and attractive environment for aspiring teachers and educational leaders, underpinned by its strong community connections, inclusive culture, and commitment to student growth and wellbeing. However, panel discussions indicated that the College is experiencing increasing challenges in attracting and retaining high-quality teaching staff, a situation compounded by ongoing workforce shortages across the education sector. It is suggested that the College Leadership Team work collaboratively with CES personnel to develop and implement a targeted workforce attraction and retention strategy that promotes the distinctive benefits of working at Good Counsel College, including its supportive and welcoming community, opportunities for professional growth and leadership development, and the lifestyle advantages of living and working in a regional North Queensland context.

Panel Chair Chris Mayes:	
Executive Director Diarmuid O'Riordan:	
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Catholic Education
Diocese of Cairns
Learning with Faith and Vision