



CHRISTIAN
BROTHERS
COLLEGE

Faith **Excellence** Community **Compassion**

2025 School Performance Report



An R-Year 12 Catholic College for boys in the Edmund Rice Tradition



Christian Brothers College

2025 School Performance

Contextual Information

Established in 1878, Christian Brothers College (CBC) is a Reception to Year 12 Catholic College for boys, centrally located in Adelaide city on the traditional lands of the Kurna people. In 2025, CBC proudly celebrated 147 years of providing a quality education rooted in the Edmund Rice tradition, characterised by innovation, visionary teaching, state-of-the-art facilities, and advanced technologies.

The College operates across two campuses within walking distance of each other: the Senior Campus (Years 7–12) at 214 Wakefield Street and the Junior Campus (Reception–Year 6) at 324 Wakefield Street. Complementing its core educational offerings, CBC also provides Out of School Hours and Vacation Care programs, as well as a College Uniform Shop.

Student Demographics and Geographic Reach

At the August census, Christian Brothers College (CBC) had an enrolment of 1003 students, representing a diverse community with 48 nationalities and 20 faith traditions. Notably, 151 students identified with a language background other than English. Our student population is drawn from 107 different postcodes, predominantly in the Northeastern, Western, and Northwestern suburbs, with a growing presence in the city centre.

Pastoral Care and Community

CBC is committed to fostering a supportive and inclusive environment for all students. Our Pastoral Care and Transition programs prioritise student well-being, safety, respectful relationships, and positive mental health. We strive to build strong relationships with students and their families, ensuring a sense of belonging and connection to the broader community. Our Catholic education, rooted in the Edmund Rice tradition, is delivered in partnership with staff, parents, and families, with the goal of developing young people who embody our core values of Faith, Excellence, Community, and Compassion.

Academic Excellence and Curriculum Diversity

The College has a long-standing reputation for excellence in academics, spirituality, athletics, and community engagement. Our diverse curriculum includes Trade Training in Electro technology, Psychology, Astronomy, and Food Technology, as well as opportunities for students to access VET, TAFE, language courses, and university programs.

Data Informed Continuous Improvement

CBC is a centre for academic excellence that utilises data to drive continuous improvement in teaching and learning. Parents, students, and staff have confidential, real-time online access to academic records, attendance data, and achievement information. This allows for personalised tracking of student progress and the identification of any additional support needs.

Commitment to Innovation and Professional Development

At CBC, we are committed to fostering a culture of continuous professional growth that is both meaningful and manageable for our staff. Under the Community Directorate of our Strategic Plan, we commit to our boys being “guided by College Staff who are committed to their own Professional Learning and development”. We ensure that every staff member’s professional learning is directly connected to the College’s strategic priorities while also respecting their agency.

Co-curricular Program and Partnerships

Our extensive co-curricular program offers a wide array of activities beyond traditional sports, including competitive debating, rowing, social justice initiatives, student leadership programs, and e-sports. The College’s music program, housed in purpose-built facilities, provides diverse opportunities for students to participate in ensembles, rock bands, and instrumental music. In 2023, we initiated a partnership with Tottenham Soccer Club, integrating soccer into our curriculum. This program is now fully integrated into the mainstream College operations.



School Information Statements - Philosophy

Christian Brothers College Adelaide is an integral part of the Catholic Church's mission. We actively contribute to the development of young men through quality Catholic education in the Edmund Rice tradition in partnership with staff, parents, families and the wider community. Leadership, service and co-responsibility, which underpin the Charter for Catholic Schools in the Edmund Rice Tradition, are core to the educational opportunities provided within the College, challenging all to act justly, to love tenderly and to walk humbly with their God, according to Edmund's story and dream. The worth and liberation of the individual, enhanced by personal formation in the light of the Gospel and Christian values, are essential elements

in developing an educational program at the College, enabling people to be transformational in a changing society. Each member of the community is encouraged to develop relationships in which every person is empowered and enriched by active participation, cooperation, collaboration and enthusiasm – a community where life may be enjoyed and celebrated with creativity and passion.

Support for Students with Disabilities

CBC is recognised for its proactive approach to early intervention strategies aimed at improving student outcomes. We receive funding through recurrent grants for students with disabilities and extend additional support to students with learning difficulties. Our dedicated staff members across campuses specialise in providing both

in-class and out-of-class support for students identified through the Nationally Consistent Collection of Data on School Students with Disability (NCCD), as well as others with disabilities.

To enhance literacy skills, we utilise the MacLit Program, which offers explicit literacy instruction to boys who require it. Beyond this, CBC has developed its own in-house literacy and numeracy intervention programs. These programs are specifically designed to ensure all students reach national minimal benchmarks by the time they complete Year 9, providing targeted support to those who need it most. Through these comprehensive strategies, we strive to create an inclusive learning environment where every student can succeed. And are well prepared to enter and succeed in the Senior Years of their Schooling.

Socioeconomic Diversity and Financial Accessibility

Christian Brothers College has an SES disadvantage index of 100, indicating a significant proportion of students from lower socioeconomic backgrounds. We currently serve 162 students eligible for School Card benefits and four Indigenous students. In 2025, fee remissions for families facing financial hardship totalled 17.7% of our gross tuition fee billing.

Affordable Fee Structure

CBC maintains one of the most affordable fee structures among independent schools in South Australia, with minimal fee increases capped at 4% for some year levels.

Conclusion: A Holistic Approach to Education and Brotherhood

We firmly believe that a well-rounded education goes beyond academic achievement. Our aim is to empower students to discover their full potential by providing a diverse curriculum and extensive co-curricular opportunities within a supportive and inclusive community. At CBC, we celebrate diversity, foster a sense of belonging, and cultivate lifelong bonds of brotherhood.



Faith (Gospel Spirituality)

Our College community respects the diversity of beliefs and actively promotes formation through the integration of faith, life and culture.



Excellence (Liberating Education)

Our College community provides an environment which challenges all to be committed to holistic learning and to achieving one's full potential.



Community (Inclusive Community)

Our College community actively encourages all to be involved in the life of the College so as to develop positive relationships that are responsive to the gifts and journey of each person.



Compassion (Justice and Solidarity)

Our College community values the dignity of all, with a commitment to justice and outreach to each other and the wider community that is authentic and inclusive.

Vision Statement

As a learning community, CBC inspires excellence. We aim to be energetic, compassionate contributors to the world. Contemporary, dynamic educational programmes provide the basis for life-long learning in a community where life, faith and family are celebrated.

Mission Statement

We reflect the wisdom and lessons of our colleges' rich tradition and history, offering a respectful welcome to all. We rise above the ordinary by encouraging and celebrating educational endeavour, excellence and life-long learning. We nurture spirituality through individual and collective expressions of faith in our contemporary society. We encourage an authentic response to the poor and marginalised, thereby contributing to the creation of a just world.



Achievements

The College enjoyed numerous achievements in 2025, including:

- The continuation of our international partnership with English Premier League side, Tottenham Hotspur
- Continued improvement in Year 12 Results
- Maintaining 100% SACE Completion
- Increase to 98.9% of all A's and B's (from 97.9% in 2024, 97.25% in 2023, and 93.24% in 2022).

Extra-Curricular Activities

- Cricket
- Badminton
- Tennis
- Rowing
- Water Polo
- Football
- Soccer
- Basketball
- Volleyball
- Drama
- Table Tennis
- Music
- Debating
- Chess
- Swimming
- Robotics
- Astronomy
- Social Action Group
- eSports
- Photography

Specialist Programs

- Student Equity Centre
- Gifted and Talented
- Success Tracking of Year 12
- Middle School Literacy & Numeracy Bolster Programs
- PATM and PATR Testing
- Mac-Lit Literacy Program
- Quick Smart (Years 3–9)
- Specialist Mathematics, Physics & Mathematics Extension

Student Welfare Programs

- Breakfast Club
- Pastoral Care Program
- Peer Tutoring
- Student Retreats
- Middle School Camps
- House Activities
- After School Study Sessions
- Student Personal Responsibility Program
- Daniel Principe Cybersafety Presentation
- Arman Abrahamzadeh Presentation
- Make Bullying History Presentation
- Rite Journey Program
- Music Camp
- Social Action Group
- Bully Zero Presentation
- RAA Street Smart Program
- SAPOL Road Safety Program
- Mother/Father Son Evenings
- Encounter Youth Program
- Sammy D Presentation
- Fins Connect student support network initiative
- Mejiro Study Tour

Teacher Standards and Qualifications

Staff Attendance

In 2025, 86 teachers and 80 Education Support Officers were employed at the College.

Staff Retention

The staff retention rate in 2025 was above 90%. This figure represents both Junior and Senior Campuses and does not represent casual staff, short-term placement positions or staff on extended leave.

Teacher Qualifications

CBC teaching qualifications in 2025 include: 3% Doctorate, 22% Masters Degrees, 74% Bachelor Degree, 15% Diploma Teaching, 10% Diploma of Education, 27% Graduate Diploma, 15% Graduate Certificate and 30% other Certificates. 30% of teaching staff are actively working towards higher qualifications. The College has implemented the AITSL Professional Standards and actively supports teachers moving from Graduate to Proficient teaching level.

Workforce Compensation

The total staff as at the 2025 August census was 166 (excluding TRT) (FTE 134.2). Teaching staff comprise 59.9% of the total workforce and are supported by non-teaching staff, 40.1%, which includes specialist, administration, clerical, building operations, and maintenance. Our paid workforce is supported by our strong Volunteer workforce, including Old Collegians, parents and members of our broader community, to support staff in providing quality education. Our Inclusive Needs, LAP, and ESL services ensure students are provided with professional support to reach their potential. No staff identify as Aboriginal or Torres Strait Islander.

Expenditure and Teacher Participation in Professional Learning

The College spent \$89,000 to assist all staff in their professional development. The major expenditure centred on Primary Numeracy, AI, Middle Leadership, Multiliteracy Program, Career Education and Theological studies. The faith formation of staff, students, Advisory Council members and parents is also an essential mandate of CBC. Staff Prayer, staff retreats, weekly community masses, and faith formation opportunities were provided throughout 2025. Staff professional development was aligned with the Strategic Plan. Whole staff professional development provided an opportunity for external professional partners and peers to provide training in: AI, Child Safeguarding, Data driven teaching and learning and wellbeing.

Student Attendance

Student Attendance

Average student attendance rate for the College in 2025 as of the August Census 2025. (Does not include Term 3 Reception students).

Year Level	Cohort	Attendance %
Reception	39	81.11%
Year 1	19	76.80%
Year 2	36	89.70%
Year 3	34	72.38%
Year 4	45	70.69%
Year 5	54	72.35%
Year 6	59	83.10%
Year 7	129	91.51%
Year 8	114	90.05%
Year 9	116	90.27%
Year 10	143	86.97%
Year 11	106	89.83%
Year 12	109	93.33%
TOTAL	1003	83.70%

How Non-Attendance is Managed

The College utilises the Message U program to support us in our data integrity relating to attendance. On a daily basis, the College, via Message U, will inform parents of students who have not informed the school of their son's non-attendance and who are marked as absent by their Pastoral Care teacher. The Pastoral Care teacher is responsible for follow-up of the initial absence, including citing a note in the student's diary and/or making contact with a parent. Should lateness or absences continue, the student's name is placed on a 'Watch List' which is viewed weekly by the Heads of House and relevant Directors. This list is automatically generated from the College's absentee database. Any student who is absent for an extended period of time has their relevant information forwarded to the Truancy Section of the Eastern Region Education Department. Heads of House, College Counsellors and CEO Case Managers support families and monitor Indigenous students and students at risk of absenteeism. The College Portal allows real-time reporting of student absenteeism and trends. Data is used by Pastoral Care staff to monitor student wellbeing and attendance.

Senior Secondary Outcomes

SACE and ATAR Results

The class of 2025 maintained CBC's continuous improvement in SACE Performance by improving on 2024's results. This is the 7th consecutive year of improved academic performance in the SACE.

All students achieved their SACE, and the College Dux achieved an ATAR ranking of 99.55, placing him in the top 1% nationwide, along with two others. A further 45 students achieved ATAR rankings above 90 (43.7% of the cohort) - placing them in the top 10% of the nation.

The overall Grade Breakdown of 98.9% in the A/B band is impressive. Moreover, an increase in A+/A/A- bands to 65.99% (2025) from 60.9% (2024) and the removal of any grade below a C+.

There were also improvements in the percentage of students achieving an A+, rising to 16.46% from 15.3% in 2024. Furthermore, 31 students achieved Merits.

Vocational and Educational Training (VET) Results

Another highlight for the College was the growing number of students who have studied Vocational and Educational Training (VET) subjects as part of their SACE.

- 89% of the graduating Year 12 cohort included some type of VET as part of their SACE.
- 44 of the 45 students above 90 ATAR completed a Certificate III as part of their SACE
- 152 students were enrolled in VET Courses in 2025, which maintains strong enrolments in this area from 2024 (151 students).
- 14 students included VET at Certificate II level
- 9 students commenced/continued a School-Based Apprenticeship

Student Outcomes in NAPLAN

Benchmark Results

When compared with the national average results, the following achievements were made:

Year 3		
Assessment	CBC	National Average
Reading	432	402
Writing	439	414
Spelling	423	405
Grammar / Punctuation	441	408
Numeracy	435	405

Green highlights – areas above the national average

Year 5		
Assessment	CBC	National Average
Reading	514	492
Writing	498	480
Spelling	505	487
Grammar / Punctuation	507	497
Numeracy	512	492

Year 7		
Assessment	CBC	National Average
Reading	546	538
Writing	545	538
Spelling	555	542
Grammar / Punctuation	542	539
Numeracy	566	545

Year 9		
Assessment	CBC	National Average
Reading	575	568
Writing	585	575
Spelling	579	569
Grammar / Punctuation	567	559
Numeracy	585	573

Parent, Teacher and Student Satisfaction

Parent Satisfaction Survey

The 2025 Parent Satisfaction Survey indicates strong overall confidence in CBC Adelaide, particularly in student wellbeing, faith and mission, enrolment and transition, and overall satisfaction, with parents reporting that students feel safe, supported, known by staff, and well prepared for the future. Confidence in child protection processes is also high. At the same time, the survey identifies several priority areas for improvement, most notably the condition and safety of toilet facilities, which attracted the lowest ratings and the strongest negative commentary. Other areas of concern include consistency of support for diverse learners, the effectiveness of communication (including parent-teacher evenings and responsiveness), perceptions of fairness and effectiveness in bullying responses, and concerns about imbalance and quality within co-curricular programs. Qualitative feedback highlights a strong appreciation for individual staff members alongside frustration with inconsistent practices, pointing to the need for greater consistency, clearer communication, and visible action in areas where parent confidence is currently mixed.

Parent support groups provide an opportunity for students' parents and grandparents to be actively engaged in the feedback process and organise events. In 2025, the following auxiliaries assisted with College operations:

- College Alumni
- Friends of Music
- Parents and Friends
- Old Collegians Soccer
- Old Collegians Football
- Rowing Support Group

The College School Advisory Council welcomes open communication from parents and the wider CBC community. Our Auxiliary Groups, Alumni, Old Collegians, Parents and Friends, and Friends of Music meet regularly throughout the year.

Student Satisfaction Survey

The 2025 Year 12 EXIT Survey for Christian Brothers' College (Adelaide) was conducted specifically for the graduating cohort rather than the entire student body. These targeted exit evaluations are conducted every year to capture the unique perspectives of students completing secondary education. This cycle allows the college to gather longitudinal data on the student experience while ensuring that the feedback reflects the full journey of a CBC student from commencement to graduation.

The Survey results highlight several institutional strengths, particularly regarding the school's culture and the quality of the teaching environment. Academic quality and the effectiveness of support systems were generally viewed favorably, with many scores falling within the "positive result" range of 5.00 to 6.00. The survey methodology, which includes "skip logic" to prevent the inflation of negative data such as bullying, ensures that these positive affirmations are based on accurate student experiences.

Furthermore, collecting qualitative feedback allows the college to identify specific areas where it excels at fostering a supportive community for its graduating students.

Despite these positive findings, the survey identifies critical areas for improvement where scores dropped below the desired threshold. Specifically, any weighted average below 4.00 is flagged as an area of "key concern" or "critical deficiency" for the College to address. Individual student feedback at the end of the report highlights several specific operational and environmental issues:

- Facilities and Maintenance: Students specifically noted the need for cleaner toilets.
- Technology: There are concerns regarding the functionality of school laptops, with some students reporting that poor performance hindered the quality of their assignments.
- Infrastructure: Issues with the school's internet reliability and the condition of student lockers were also raised

Staff Satisfaction Survey

The 2025 Staff Satisfaction Survey for Christian Brothers' College (Adelaide) provided a comprehensive overview of staff perceptions regarding the school's culture, Catholic identity, and operational effectiveness. The survey results indicate a strong alignment with the school's values, with many staff members citing these values and the desire to work in a Catholic non-government environment as primary reasons for their employment. Respondents generally express that prayer, liturgy, and a commitment to social justice are integral components of school life, contributing to a high weighted average in areas of Catholic Life and Identity.

Despite these strengths, the report identifies several areas of concern, particularly regarding workload and student behaviour. Staff highlighted the significant time commitment required for personalised feedback on digital platforms like SEQTA, which often extends beyond regular teaching hours. Overall, the document reflects a staff body that feels professionally developed and supportive of the school's mission, while also calling for improvements in administrative expectations and student support systems.

In 2025, staff had identified the professional development days, held on student-free days, as a time to reflect and review their practice. Staff retreats, national and international training and immersion opportunities, an "open door policy" by leadership and the formation of numerous staff consultative committees and advisory groups monitor and are proactive in managing ongoing staff wellbeing.

Value Adding Initiatives

Junior Campus

Programs: InitialLit (Reception-Year 2), SpellEx (Years 3–6), MultiLit – Intervention Programs (MiniLit Sage and MacqLit), Out of School Hours Care, Vacation Care, Reception Transition Program (Term 1 and Mid-year starters), New Student (Years 1–6) Transition Program, Year 5 and 6 Transition Program with our Senior Campus, Camps, Passion projects, growth mindset approach to their learning, Mini Vini's, Trauma Aware Schools Village, Adventure to Thrive Program, Year 4 Instrumental Immersion, choir, music ensembles, lunchtime clubs, Junior Campus SRC and Junior Campus Year 6 Leaders.

Catholic Culture: Liturgies (Masses, Prayer Services), Sacramental Program (offered to Year 4–Year 6 students), Community Masses at both the Junior and Senior Campus chapels. Whole school prayer. Opportunities for staff and student reflection through Contemplative Prayer, RE Professional development opportunities and Retreats.

Post-School Destinations

- 100% of eligible students received a SATAC Offer (82 students submitted an application)
- 80.5% of students received their first preference
- For students pursuing a tertiary pathway, teaching, law and business were the most popular options
- The College Dux received an offer to Medicine

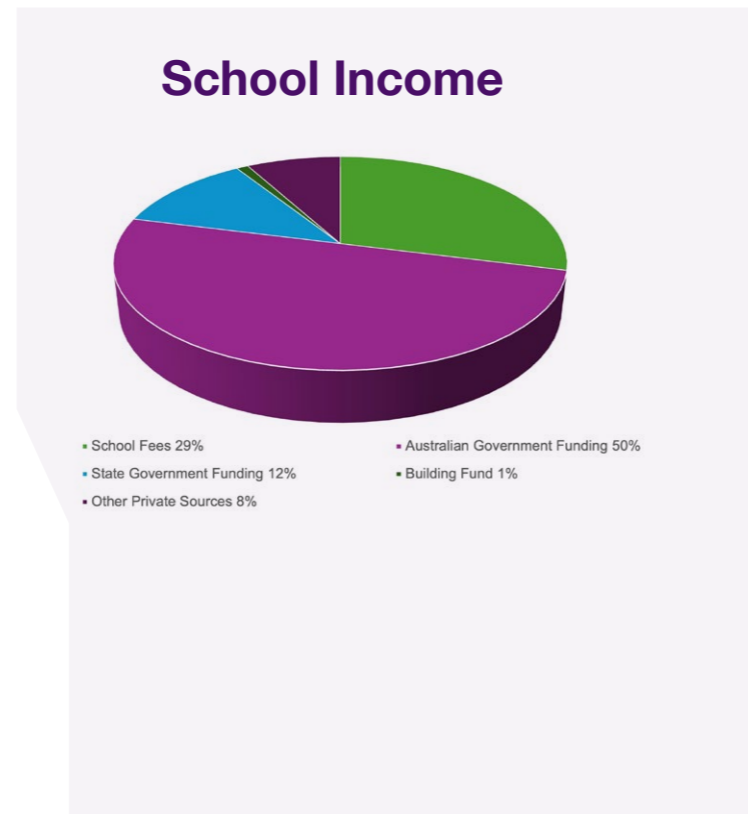
Senior Campus

Programs: Retreat Programs, School Band, Year 7–8 Camps, Year 9 Rite Journey Camp, Year 10–12 Outdoor Education Camps, Vocational Education & Training Programs (internal and external), Transition Program, Prefect Camp, MacLit, QuickSmart, After School Study Support (Library: Monday to Thursday till 5pm/Senior Study: Tues and Wednesday 5pm to 8pm for Seniors), Rite Journey.

Catholic Culture: Liturgies (Masses, Prayer Services), Reconciliation, Sacramental Program.

Arts: Music Ensembles, Choirs, Drama Performances, Performing Arts Week, Tours.

Social Justice Events: White Ribbon Day, War Memorial visits and vigil, World's Greatest Shave for the Leukaemia Foundation, various BBQs, Red Day.





Strategic Planning

The following Strategic Direction Pillars were the 2025 Key Focus Areas:

EREA Identity and Mission

Every Boy, Every Day, will be inspired by the Gospel of Jesus and the spirituality and action of Blessed Edmund Rice, and will:

- Act and advocate in solidarity with all who are marginalised.
- Be loyal to the Gospel of Jesus and the Touchstones of EREA as foundational to the College Life.
- Live in fullness a Reconciliation Action Plan.
- Participate in a Religious Education Curriculum and faith that develops young men who will be 'Brothers to Others'.

Teaching and Learning

Every Boy, Every Day, will enjoy our relentless pursuit of excellence for every learner, and will:

- Benefit from high-quality curriculum design, pedagogy, assessment and reporting, ensuring excellent outcomes for all learners, because we know how boys learn.
- Access the curriculum via a differentiated approach, be challenged, and be supported to achieve their excellence. Benefit from a data-informed approach to continuous improvement.
- Experience an authentic commitment to improved outcomes in Literacy and Numeracy for every learner.
- Enjoy a genuine commitment to enhanced student voice and agency at the heart of every learning episode.

Wellbeing

Every Boy, Every Day, will flourish, and will:

- Be a part of a community where the unwavering commitment to the safety of every child in our care, is at the heart of what we do.
- Contribute to a sense of belonging and connections for all members of the CBC Family: students, staff, families, old scholars and the wider College community.
- Engage proactively in their wellbeing through high-quality Pastoral care programs that are appropriate and purposeful at the various stages of every boy's development.

Community

Every Boy, Every Day will be a 'Brother to Others', and will:

- Further enhance and celebrate the CBC family as one of inclusivity, care, support and diversity.
- Belong to a community that develops meaningful and ongoing connections across our three campuses, and with old scholars, Parish Primary Schools, and 'sister schools'.
- Have opportunities to participate in local and global immersion opportunities and connections. Have access to strong and meaningful industry links, career pathways and relationships with Tertiary institutions.
- Be guided by College staff who are committed to their own Professional learning and development.

Stewardship

Every Boy, Every Day will be a member of a community that is a flagship of affordability and mutual responsibility, and will:

- Benefit from financial sustainability, prudence alongside outstanding infrastructure, resourcing and capital developments.
- Appreciate ecological sustainability inclusive of property, technology and the College footprint.
- Be provided standards of care, safety and professionalism, and learn in an environment where all members are safe.
- Benefit from a strategic and modern approach to Master Planning, and the delivery of ICT.

Conclusion

Christian Brothers College stands at the intersection of tradition and contemporary purpose. Throughout 2025, the life of the College has been shaped by a deep commitment to faith, learning, and community, and by a shared belief in the potential of every boy entrusted to its care. The story told through this report is one of steady progress, thoughtful reflection, and collective endeavour — a school community attentive to both achievement and growth.

Across classrooms, workshops, playing fields, and service opportunities, students have been challenged to pursue excellence in many forms. Academic results continue to strengthen, vocational and tertiary pathways are expanding, and co-curricular programs remain an essential part of how young men discover their interests, talents, and responsibilities to others. These outcomes are not accidental; they result from intentional teaching, strong pastoral relationships, and a culture that values effort, persistence, and belonging.

Equally important is the College's willingness to listen. Feedback from students, parents, and staff reminds us that growth is ongoing and that improvement requires humility as well as ambition. The voices captured throughout the year affirm much of what is working well, while also calling attention to areas that demand renewed focus and care. In responding to this feedback, the College continues to strengthen its commitment to wellbeing, consistency, communication, and the quality of the learning environment.

Looking ahead, Christian Brothers College remains guided by the Edmund Rice tradition and the conviction that education is transformational when it is grounded in relationships and purpose. The strategic direction of Every Boy, Every Day is not simply a statement of intent, but a lived commitment — to ensuring that each student is known, supported, challenged, and inspired to contribute meaningfully to the world beyond the College gates.

As the College continues its journey, it does so with confidence drawn from its history, gratitude for its community, and hope for the future. In nurturing faith, fostering excellence, strengthening community, and acting with compassion, Christian Brothers College remains faithful to its mission: to form young men ready to lead lives of integrity, service, and courage in a changing world.

CBC extends sincere gratitude to the entire CBC community for their invaluable contributions in 2025. The College leadership is eager to collaborate with the community, building upon strengths and further enhancing the educational experience and outcomes for its boys.

Christian Brothers College. The world is for us.

Regards

David Johnston
Principal





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