



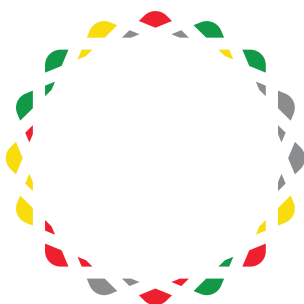
Toowoomba Catholic Schools

excellence
A W A R D S

2026



**Diocese of Toowoomba
Catholic Schools**



Toowoomba Catholic Schools

excellence AWARDS

Welcome to the **2026 Toowoomba Catholic Schools Excellence Awards**
incorporating the presentation of the *Spirit of Catholic Education Award*
and the *Aunty Joan Hendriks Reconciliation Award*.

Sponsored by

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Diocese of Toowoomba
Catholic Schools

Awards ceremony

PRE-DINNER DRINKS

OFFICIAL WELCOME AND ACKNOWLEDGEMENT OF COUNTRY

PRAYER

SPIRIT OF CATHOLIC EDUCATION AWARD

Recipient for 2026

TOOWOOMBA CATHOLIC SCHOOLS EXCELLENCE AWARDS PRESENTATION

Excellence in education support

MAIN COURSE IS SERVED

Alternate drop

Trio of lamb

*Charred lamb cutlet, crumbed lamb shank, BBQ belly,
pea and mint puree and honey roasted carrots*

Duo of pork

*Crispy pork belly, roasted pork fillet,
cauliflower puree, roasted cauliflower and crispy apples*

TOOWOOMBA CATHOLIC SCHOOLS EXCELLENCE AWARDS PRESENTATION

Excellence in teaching and learning

Excellence in leadership

DESSERT IS SERVED

Alternate drop

Honey and orange blossom cheesecake with a pistachio crumble

Classic lemon meringue

EVENT CLOSE



The *Spirit of Catholic Education Awards* are presented annually as part of *Queensland Catholic Education Week* (CEW) celebrations. The awards aim to recognise those who are making an outstanding contribution within the Catholic education community.

2026 Spirit of Catholic Education Award recipient

Cara Haig – Principal Sacred Heart Primary School, Cunnamulla

Cara Haig's leadership is defined by a deep and sustained commitment to reconciliation in action. Leading in a rural and remote community where more than half of students identify as First Nations, she has embedded cultural understanding, respect and inclusion into the everyday life of the school.

She has cultivated an environment where First Nations students feel a strong sense of belonging and pride in their identity, building genuine partnerships with families and community to ensure their voices shape the school's direction. This relational approach has strengthened trust and connection across the community.

Under Cara's leadership, reconciliation is reflected in daily practice - through high expectations, culturally responsive teaching and a commitment to knowing and valuing every student. She has also strengthened staff capability, providing consistent guidance and mentoring to ensure teachers work respectfully and effectively with First Nations students and families.

As a result, there have been sustained improvements in student engagement, attendance and connection to school.

Through her authentic leadership, Cara has created meaningful and lasting change. Her influence extends beyond Sacred Heart, with staff carrying their learning into other schools and communities, enabling reconciliation to be a shared and continued commitment.





This prestigious award honours those who have demonstrated outstanding commitment to creating positive and meaningful change for First Nations students and staff. It also recognises those who have significantly contributed to deepening understanding and appreciation of First Nations cultural heritage.

2026 Aunty Joan Hendriks Reconciliation Award recipient

First Nations and Diversity Group (FNDG) – Annabelle Cowen and Bec Lopez Mary MacKillop Catholic College, Highfields

The First Nations and Diversity Group (FNDG), led by Annabelle and Bec, has made an outstanding contribution to strengthening community cohesion and advancing cultural inclusion. Meeting weekly, the group has delivered a range of meaningful events, including Sorry Day, Diversity Day and NAIDOC Week, fostering awareness, respect and connection across the community.

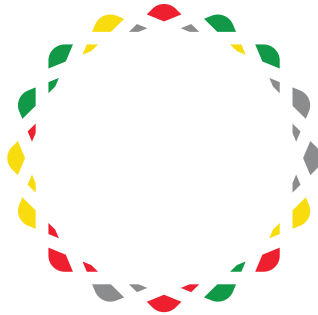
Their most significant achievement is the establishment of the yarning circle, officially opened in March this year. This powerful initiative reflects Annabelle and Bec's commitment to creating a culturally safe space grounded in deep listening and collaborative knowledge sharing. The project began in August 2025 and was shaped through extensive consultation with local Elders, students, families and the College's Executive Leadership Team.

As both an outdoor classroom and a gathering place, the yarning circle enriches students' understanding of First Nation perspectives, strengthens their connection to Country and fosters reconciliation through storytelling and relationships. It helps to break down traditional hierarchies by creating a space where Elders, staff, students and community members stand as equals - ensuring every voice is acknowledged and valued.

With Annabelle and Bec's leadership, the FNDG have created more than a physical space - they have embedded an ongoing practice of inclusion and shared learning. With future plans to incorporate First Nations artwork, pathways, signage and plantings, their work continues to centre First Nations voices in every decision, ensuring the space evolves with purpose, respect and cultural integrity.

The Aunty Joan Hendriks Reconciliation Award and the 2026 Spirit of Catholic Education Award are sponsored by:





Toowoomba Catholic Schools

excellence **A W A R D S**

Toowoomba Catholic Schools Excellence Awards
recognise members of the Toowoomba Catholic Schools
community who create exemplary places of learning where
every student experiences academic success and comes to
know and experience the loving presence of Jesus.



Diocese of Toowoomba
Catholic Schools



Teaching and learning support sponsored by Toowoomba Toyota

Elizabeth Smith – Learning Support Teacher **St Monica's School, Oakey**

Elizabeth consistently supports teachers to design and deliver engaging, student-centred learning. Working collaboratively, she uses the Planning for Personalised Learning model to develop differentiated units tailored to individual needs, improving engagement and achievement. As an accredited Highly Accomplished Teacher, she models practical, sustainable differentiation strategies embedded in everyday practice. Staff feedback highlights her positive impact on teaching effectiveness and student outcomes, while her leadership of NCCD processes ensures clarity, accuracy and consistency in identifying and supporting student needs.

Elizabeth plays a key role in Student Support Committee processes, ensuring plans are purposeful, responsive and effectively implemented. She facilitates collaboration between teachers and school officers, promoting clear communication and a culture of inclusion and continuous improvement.

Her leadership in MTSS, alongside programs such as Zones of Regulation and Rock and Water, reflects her commitment to supporting students' academic, social and emotional development through inclusive, responsive practices.

Mellony Utz – School Officer **St Mary's College, Toowoomba**

Mellony's work has had a significant and lasting impact on student learning, wellbeing and inclusion. Supporting students in Years 7–9, she provides both academic and pastoral care, ensuring each student feels valued and capable. Her calm, structured approach - particularly during exams - fosters confident learning environments, while her organisation ensures smooth processes. Her ability to modify tasks in real time enables meaningful participation, building engagement, confidence, independence and improved literacy outcomes.

Her impact is especially evident in supporting students requiring significant adjustments. She worked closely with a Year 9 student learning at an early primary level, collaborating with staff to deliver modified curriculum and assessment, leading to the student achieving his first A - an important milestone for him and his family.

Mellony also contributed to the Learning Support English program, improving literacy and engagement. She is highly regarded by staff and trusted by students. Her 2025 Touchstone Award reflects her professionalism and commitment.



Teaching and learning support

sponsored by Toowoomba Toyota

Rebecca Fett – School Officer/Library Assistant **Sacred Heart Primary School, Cunnamulla**

Over her seven years at Sacred Heart Primary School, Cunnamulla, Rebecca has demonstrated a strong commitment to supporting teaching and learning, consistently placing students at the centre of her work. As a former student, she brings a deep connection to the school, reflected in her professionalism, care and dedication to ensuring every child experiences success, belonging and the loving presence of Jesus.

Working closely with classroom teachers, particularly in Prep, she fosters engaging learning environments and supports early career teachers. Rebecca's strength lies in her intuitive understanding of student needs and her ability to respond with agility. She leads targeted small group learning that enhances engagement and progress, removing barriers to ensure full participation. Her knowledge of child development underpins inclusive, supportive classrooms.

A collaborative and highly professional team member, Rebecca builds positive relationships and engages in ongoing learning. Her kindness and compassion ensure every student feels safe, valued and respected.





Administration, finance and facilities support sponsored by Associated Cleaning

Benjamin McCosker – Groundsperson Assumption College, Warwick

Ben is a highly capable and dependable Groundsperson who takes pride in maintaining safe, functional and well-presented College grounds. His work contributes significantly to creating an exemplary learning environment, with a strong sense of ownership reflected in the consistently high standards across the campus. His attention to detail and accountability ensure every area is a demonstration of his care and excellence.

He shows initiative and strong problem-solving skills, proactively identifying maintenance needs and implementing preventative measures to support sustainability. Ben effectively manages competing priorities, particularly during seasonal changes and major events, ensuring the grounds remain safe, functional and visually appealing. His forward-thinking approach supports continuous improvement.

An approachable and valued team member, Ben builds positive relationships with staff, students and visitors. His visible presence and pride in his work encourage shared responsibility for the environment. Through his reliability, humility and quiet leadership, Ben makes a meaningful and lasting contribution to the College community.

Carolyn Crick – Administration Officer Sacred Heart Primary School, Cunnamulla

Carolyn provides consistently reliable, professional and person-centred service to students, families, staff and external stakeholders. With over 20 years of dedicated service, she is central to the effective operation of Sacred Heart, managing administration, finance, compliance, marketing, OHS and parish liaison with precision. Her work ensures systems are accurate, efficient and aligned with the mission of Catholic education, forming a strong foundation for daily operations.

Her expertise and proactive approach are key strengths. Carolyn anticipates needs, identifies challenges early and implements practical solutions. She manages multiple responsibilities with skill, embracing improved systems to ensure sustainable and effective operations across enrolments, compliance and communication.

Beyond her technical expertise, Carolyn's impact is deeply relational. She builds respectful connections and fosters a welcoming environment. Her reliability, care and quiet leadership make her a highly valued member of the school community.



Excellence in
education support

Administration, finance and facilities support sponsored by Associated Cleaning

Sarah Raftery – Marketing and Communications Officer **St Saviour's College, Toowoomba**

Sarah is an outstanding professional whose work has transformed how St Saviour's College connects with its community. Through creativity, strategic insight and a relational approach, she has positioned communication as a powerful driver of connection, belonging and engagement. Her work goes beyond promotion, amplifying student voice, strengthening relationships and fostering authentic connections that ensure students, staff and families have a strong sense of belonging and recognition.

Her practice is marked by innovation and precision. She led a comprehensive renewal of the College's digital presence, including a website redesign and authentic social media strategy. Initiatives such as Mic'd Up Monday and a strategic enrolment journey have strengthened engagement and supported enrolment growth. Her redesign of College collateral has established a cohesive identity aligned with its vision and Mercy values.

Sarah's strength lies in building genuine relationships. She fosters connection across the community, fostering unity, connection and pride.



Diocese of Toowoomba
Catholic Schools



Early career teacher sponsored by Sentral

Becky Gillan – Year 2 Teacher **Our Lady of the Southern Cross College, Dalby**

Becky is a precise, high-impact teacher who consistently honours the dignity and God-given potential of every student. She creates a calm, respectful classroom where learners feel known, valued and confident to take risks. Her use of explicit instruction, clear intentions and consistent routines supports strong academic, social and emotional growth.

She plans deliberately for personalised learning, using data thoughtfully - particularly DIBELS - to identify needs and guide targeted teaching. Becky's differentiation ensures every student is both supported and challenged, while her work co-leading What I Need (WIN) groups reflects her commitment to equity and measurable progress. She is a collaborative colleague who seeks feedback and contributes meaningfully to team planning and professional learning.

Through engaging excursions and incursions, open dialogue and real-world connections, Becky helps students think deeply, grow in empathy and understand their responsibility in the world.

Brook Marquart – Year 1 Teacher **St John's School, Roma**

Entering the classroom of Year 1 White feels like coming home. Brook has created a classroom that functions as a family, where every student is genuinely known, valued and supported. Her respect for the dignity of each learner, combined with her commitment to evidence-based practice, is evident in her intentional planning, responsive teaching and consistently high expectations. Through her calm, affirming presence, Brook builds confidence, belonging and a willingness to take learning risks.

Brook demonstrates exceptional and highly developed expertise in high-impact strategies. Strategies such as mini whiteboards, choral reading and partner work ensure active participation and timely feedback. Her use of formative assessment enables real-time instructional adjustment, maximising progress for all learners.

A reflective practitioner, Brook actively seeks feedback, opens her classroom to colleagues and contributes beyond her experience by sharing and modelling best practice. Her ability to influence practice beyond her classroom distinguishes her as an exceptional early career teacher.



Excellence in teaching and learning

Early career teacher sponsored by Sentral

Sarah Reed – Year 1 Teacher **Sacred Heart Primary School, Toowoomba**

As an early career teacher, Sarah brings a gentle, respectful approach grounded in her belief that all students can succeed and that the sky is the limit when learners are supported with care and high expectations.

Her impact is evident in her work with a student who had previously struggled with engagement and attendance. Through deliberate scaffolding, consistent encouragement and personalised support, Sarah helped the student re-engage in learning and confidently produce their first written piece of the year - an achievement that reflects her ability to create a safe, inclusive environment where students feel capable and valued.

Sarah's practice is informed by careful use of formative and diagnostic data, leading to strong growth in reading and writing, alongside increasing confidence and independence. Her optimism extends to her own professional growth and is reflected in the positive relationships she fosters with students, families and colleagues.





Primary/Kindergarten expert teacher sponsored by McNab

Mark Gregson – Primary School Teacher **St Mary's College, Toowoomba**

Mark's teaching is grounded in the belief that every student is known, valued and capable of growth. He creates purposeful learning environments that foster curiosity, resilience and a strong sense of belonging. His relational, reflective approach - combined with high expectations and targeted support - ensures all learners are challenged and empowered.

A key strength of his practice is his understanding of boys' education, using purposeful challenge, movement, competition and collaboration to enhance engagement.

Mark employs explicit instruction with clear learning intentions, worked examples and structured practice to support understanding and reduce cognitive load. Formative assessment is embedded through questioning, feedback, conferencing and strategies such as 'bump it up' walls, promoting continuous improvement.

His inclusive approach builds confidence and independence in all learners.

Beyond the classroom, Mark contributes through mentoring, coaching and wider system work, reflecting his strong commitment to Catholic values of dignity, justice and service.

Nichole McCosker – Prep Teacher **St Patrick's School, St George**

Nichole is an expert classroom practitioner whose commitment to excellence and equity is evident in her sustained impact on students, colleagues and the wider school community over more than 20 years.

Nichole's calm, structured environment incorporates predictable routines, sensory supports and explicit teaching that promote engagement, emotional regulation and independence. Through her focus on emotional literacy and inclusive practice, she fosters a respectful culture where students feel safe, confident and ready to learn. She recognises children who are struggling with emotional wellbeing and anxiety and supports them both in the classroom and the playground. She regularly has classroom discussions around 'treating others as you want to be treated', the Golden Rule.

Students in Nichole's care are highly engaged in their learning demonstrating independence, collaboration and resilience.



Excellence in teaching and learning

Primary/Kindergarten expert teacher sponsored by McNab

Sandra Rosentreter – Year 6 Teacher **Holy Name Primary School, Toowoomba**

Sandra is widely recognised as a leader in instructional excellence, consistently enhancing student outcomes and building staff capability. Her influence extends beyond the classroom through her roles as MTSS representative, mentor of early career teachers and supervisor of preservice teachers, reflecting her deep respect for the dignity and potential of every learner.

She responds thoughtfully to Holy Name's rich cultural diversity, ensuring her teaching reflects students' backgrounds, identities and experiences. She selects texts and learning opportunities that promote inclusion, foster belonging and broaden perspectives, including respectful integration of First Nations content informed by consultation with system staff and community members.

Sandra also plays an active role in strengthening community connections. Through initiatives such as Run Club, she brings together students, families and staff, contributing to a welcoming and inclusive environment where all members of the Holy Name community feel connected and valued.





Secondary expert teacher sponsored by Salary Packaging Australia

Ashley Jones – Pastoral Care Teacher **Mary MacKillop Catholic College, Highfields**

Ashley's calm, relational presence creates a safe space for students who may struggle with confidence, motivation or belonging. Through quiet, consistent support, he ensures students feel respected, included and able to re-engage with learning.

From a parent's perspective, his impact is both significant and enduring: "Mr Jones has a way of supporting students without making them feel singled out. His calm encouragement helped our son feel safe, rebuild his confidence, and re-engage with school in a positive way." This reflects Ashley's strong belief that wellbeing is foundational to learning and his commitment to personalised care.

Guided by the spirit of Catholic education, Ashley models empathy, reflection and integrity. Through his steady mentorship, he supports students to grow not only academically, but as thoughtful young people who understand their capacity to contribute positively to others. His influence is quiet, yet deeply felt across the school community.

John Condon – Teacher **St Joseph's College, Toowoomba**

John is an expert classroom practitioner across Religion, Study of Religion and Drama, demonstrating deep pedagogical knowledge and a strong commitment to continuous improvement. As an innovative teacher he actively explores and implements new approaches to engage learners, including the thoughtful and responsible use of artificial intelligence.

John's choice of content and pedagogy reflects sensitivity to students' diverse backgrounds and experiences, particularly through his work in Religion and Study of Religion. He also has a strong collaborative approach to moderation and professional dialogue. These hallmarks of his practice are reflected in his successful preparation of senior students and his ability to translate data into effective teaching and positive outcomes.

John also willingly shares his expertise to strengthen practice across the College and Toowoomba Catholic Schools (TCS) community. One example of this is his sharing of SDL implementation through Illustrations of practice videos.



Excellence in teaching and learning

Secondary expert teacher sponsored by Salary Packaging Australia

Mandy Goodman – Technologies and Business Teacher **St Joseph's College, Toowoomba**

Mandy's practice reflects a strong understanding of effective pedagogy, combining explicit instruction, relational teaching and well-structured routines to create clear, supportive learning environments. Her lessons feature concise explanations and purposeful demonstration, ensuring students understand what success looks like. Consistent routines and targeted support build confidence, independence and a sense of safety.

She expertly differentiates learning, extending high-performing students while adapting support for those who need it, always maintaining dignity and psychological safety. Her curriculum leadership is equally strong, embedding literacy and numeracy within Technologies while integrating Catholic Social Teaching and First Nations perspectives in authentic ways.

Beyond the classroom, Mandy's impact is significant. She builds meaningful partnerships with community and industry, creating real-world learning opportunities and strengthening post-school pathways. As a mentor and instructional leader, she supports colleagues through coaching and collaboration, enhancing staff capability across the school.





Emerging leadership sponsored by Schoolzine

Bridget Kenny – Teacher **St Joseph's College, Toowoomba**

Bridget demonstrates a proactive and responsive approach to meeting student needs, particularly supporting Year 7 students transitioning to secondary school. Using both quantitative and qualitative data, she has identified the need for targeted support beyond Tier 1 and worked collaboratively to design and implement an effective, evidence-informed program. Her leadership of the Year 7 Induction Program has strengthened transition processes, building student confidence, connection and engagement, as well as strong partnerships with families.

Her practice is grounded in research-informed strategies and ongoing reflection. Through Professional Learning Community cycles, she uses student feedback, assessment data and collegial dialogue to refine her teaching. Tools such as the Student Data Dashboard and parent feedback enable precise, responsive support.

A key strength of Bridget's leadership is her ability to build trust and foster relationships. Her calm, empathetic approach supports both students and colleagues, contributing to a collaborative culture focused on continuous improvement and strong learning outcomes.

Nicole Southee – Secondary Teacher **St John's School, Roma**

Nicole demonstrates a strong commitment to contributing beyond her classroom, leading school improvement initiatives that enhance student outcomes. Her leadership of Subject Disciplinary Literacy (SDL) across Years 7–12 has been particularly impactful, establishing a cohesive whole-school approach that strengthens engagement, consistency and achievement.

Her work is grounded in the effective use of data and research. Following the introduction of DIBELS, Nicole identified key trends and responded with targeted professional learning and high-impact strategies, building staff capability and embedding consistent literacy practices. Her ability to translate data into practical teaching approaches has led to measurable growth in student learning.

A key strength of Nicole's emerging leadership is her ability to build trust and foster collaboration. She leads purposeful, data-informed conversations with clarity and care, strengthening alignment between primary and secondary staff. Her calm, thoughtful approach supports sustained improvement and positively influences students, colleagues and the wider school community.

Emerging leadership

sponsored by Schoolzine

Sarah Malone – Year 6 Classroom Teacher and MTSS & Nurture Lead Teacher **St Monica's School, Oakey**

Sarah consistently demonstrates the initiative, expertise and relational capacity of a highly effective leader. At St Monica's, she has driven whole-school improvement through initiatives such as MTSS and Nurture Projects, incorporating innovative uses of technology and AI to deliver timely, meaningful feedback. Her leadership is grounded in exemplary classroom practice, where high-impact strategies, clear expectations and a strong growth mindset are consistently modelled.

Her classroom reflects best practice, with clear learning intentions, success criteria, scaffolded supports, exemplars and visible thinking tools fostering a culture of challenge and growth.

A key strength of Sarah's leadership is her ability to build strong, trusting relationships. She works collaboratively with students, colleagues, families and support staff to design tailored programs, particularly for students requiring additional support. Highly skilled in behaviour management, she also mentors colleagues effectively. Parents value her communication and care, often requesting her specifically as their child's teacher, reflecting the trust she inspires.

Sarah McAllister – Year 1 Teacher/Wellbeing Officer **Holy Name Primary School, Toowoomba**

Sarah is a highly capable emerging leader who demonstrates initiative, influence and a strong commitment to improving student outcomes and building staff capacity. Through her leadership of the Early Years PLC, she has embedded a consistent, evidence-informed approach to literacy, using data such as DAR, DIBELS, and DRA to strengthen teaching practice and improve student engagement.

She regularly draws on research and system-wide professional learning to refine practice and foster a culture of collaboration and continuous improvement. Her participation in programs like Elevate Your Leadership reflects her dedication to growth, while her mentoring supports colleagues to analyse data and implement targeted strategies.

Sarah builds strong, authentic relationships and fosters trust within her team. As a generous mentor, she supports early career and pre-service teachers with care and encouragement. Grounded in Gospel values, she creates an inclusive environment where all feel valued and supported.



Middle leadership sponsored by Hayball

Ben Gehrmann – Curriculum Leader: Technologies **St Joseph's College, Toowoomba**

Ben leads with a strong focus on alignment, ensuring coherence across Design and Digital Technologies while embedding disciplinary literacy to enhance student learning. He plays a key role in developing and implementing high-quality, standards-aligned programs, driving consistency and improved outcomes across the College. His work as a Professional Growth Plan Facilitator reflects a deep commitment to continuous improvement in both teaching practice and student achievement.

A supportive and relational leader, Ben fosters a positive team culture through thoughtful organisation, responsiveness and genuine care for staff wellbeing. He mentors early career teachers with generosity, building confidence and capability and leads by example in all aspects of his work.

Beyond the classroom, Ben strengthens community through student projects supporting local charities and contributes his expertise to Workplace Health and Safety. His professionalism, respect and collaborative approach build strong relationships and support the growth of those around him.

Chris Grierson – Curriculum Leader - Religious Education and Humanities **St Saviour's College, Toowoomba**

Chris demonstrates a strong commitment to professional learning and continuous refinement of practice. As an early adopter of Harvard Project Zero's Making Thinking Visible, he has embedded thinking routines effectively, creating classrooms characterised by clarity, intellectual challenge and high levels of engagement. Recognised through AITSL Lead Teacher accreditation, he also supports colleagues by modelling practice and sharing expertise through professional dialogue and coaching.

Chris's deep expertise in personalised learning, sees him using a wide range of data to inform differentiation and respond to student needs. His ability to adapt curriculum is evident in initiatives such as redesigning Hospitality courses to better support literacy, leading to improved engagement and confidence.

Even in new subject areas, his dedication results in strong outcomes, including in Study of Religion.

Middle leadership

sponsored by Hayball

Clare Watson – Head of House: Fiducia **St Ursula's College, Toowoomba**

Clare's leadership of Tourism at St Ursula's College has transformed student learning through engaging, authentic and industry-relevant experiences. She brings the QCAA Applied Tourism syllabus to life through real-world contexts, simulations and strong industry connections, fostering both achievement and genuine engagement. Her classrooms are dynamic, purposeful and designed to unlock student potential.

Innovation is central to Clare's practice. She uses current, sector-specific resources to bridge classroom learning with the global tourism industry, while thoughtfully differentiating programs to meet diverse needs and learning styles.

Clare's professionalism is evident in her collaborative approach and the strong relationships she builds with students, colleagues and the wider community. She works closely with local partners to design a course that is both rigorous and relevant. Through this work, she equips students with essential skills for the future while modelling the excellence, care and connection at the heart of the College.

Joseph Shorter – Middle leader (English, Language and Digital Pedagogy) **St Joseph's School, Stanthorpe**

Joseph's leadership has driven sustained improvement in teaching and learning, strengthening curriculum coherence, enhancing pedagogy and improving student outcomes, while maintaining a strong connection to faith. He leads curriculum alignment across Years 7–12 with clarity, guiding reforms within QCAA and ACARA frameworks and strengthening consistent, high-impact assessment practices.

He has championed innovation through Hybrid Learning, the implementation of CANVAS and the development of a system-leading AI framework in partnership with the University of Sydney.

Joseph is equally committed to staff growth and wellbeing, providing thoughtful mentorship to early career teachers and fostering professional confidence. Through his collaborative, values-driven approach, Joseph has strengthened staff capacity, embraced innovation and enriched the overall student learning experience.

In particular, his leadership in Subject Disciplinary Literacy has built staff capability and improved consistency across faculties.



School/Kindergarten leadership sponsored by UniSuper

Cara Haig – Principal **Sacred Heart Primary School, Cunnamulla**

Cara is an exceptional leader whose 20-year commitment to her school community is defined by excellence in teaching, faith leadership and a strong, supportive culture. Grounded in evidence-based practice and Catholic identity, she ensures both students and staff thrive. She has led whole-school improvement with clarity, embedding approaches such as UFLI phonics and a structured Phases of Learning framework, while fostering collaboration and continuous improvement through professional learning communities.

A key strength of Cara's leadership is her strategic use of data to drive precise, responsive teaching, resulting in strong gains in reading, writing and numeracy. In a school with a high proportion of First Nations students, her commitment to equity is reflected in improved achievement, engagement and confidence.

Cara also strengthens community through active parish involvement and service initiatives such as Meals on Wheels and visits to the elderly, giving students meaningful opportunities to engage in outreach and deepen their understanding of social justice.

Megan Schulze – Assistant Principal: Wellbeing and Engagement **St Saviour's College, Toowoomba**

Megan's leadership is characterised by clarity of vision, evidence-informed practice and a deep commitment to the dignity and growth of every learner. Central to her impact is the EmpowerED Wellbeing Framework through which Megan has fostered a culture where students are known, supported and challenged, and staff are empowered to grow through shared language and collaborative practice.

Embedding other evidence-based approaches, including the Berry Street Education Model, restorative practices and Multi-Tiered Systems of Support, Megan's leadership has ensured consistency of practice across the College.

Improved engagement, attendance and academic growth are the result of Megan's practical strategies, facilitating of professional learning and ongoing review.

Megan's generosity, conviction and hope contribute substantially as St Saviour's College continues to be a place where girls thrive and where the Mercy tradition is lived with authenticity and purpose.



School/Kindergarten leadership sponsored by UniSuper

Sam Hannant – Principal **St Saviour's Primary School, Toowoomba**

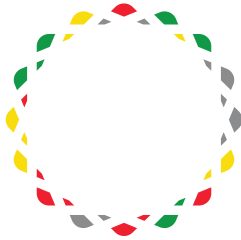
Sam leads with clarity, vision and purpose, driving evidence-based practices that strengthen consistency and improve student outcomes across the school. He has been instrumental in implementing a whole-school MTSS framework, developed through staff and student voice, and in applying the TCS Leadership Framework to ensure clear thinking, effective engagement and strong delivery across all domains.

A relational and strategic leader, Sam builds a cohesive team culture by recognising individual strengths and fostering collaboration. His authentic leadership of Catholic identity is evident in the daily expression of Mercy values - compassion, excellence and service - across teaching, relationships and community engagement.

He has also led the implementation of restorative practices, shaping a culture of accountability, growth and belonging. This has enhanced student engagement and wellbeing.

It is because of Sam's leadership that St Saviour's is a school where every student feels safe, valued and supported to succeed academically and flourish spiritually.





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