

# 2025

## ANNUAL SCHOOL REPORT



### **St Rose Catholic Primary School**

8 Rose Avenue, COLLARROY PLATEAU 2097

Principal: Fiona Ngamu

Web: [www.srcpdbb.catholic.edu.au](http://www.srcpdbb.catholic.edu.au)

## About this report

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St Rose Catholic Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by Catholic Schools Broken Bay Limited as Trustee for the Catholic Schools Broken Bay Trust (CSBB), the proprietor, with Catholic Schools NSW (CSNSW) as the approved authority for the Registration System formed under Section 39 of the Education Act 1990 (NSW).

The Annual School Report (the 'Report') demonstrates accountability to regulatory bodies and CSBB. Additionally, the Report complements and is supplementary to other forms of regular communication to the School community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

The Report provides parents and the wider community with fair, reliable and objective information about educational and financial performance measures as well as School and system policies. This information includes summary contextual data, an overview of student performance in state and national assessments, a description of the achievement of priorities in the previous year and areas for improvement. Detailed information about the School's improvement journey is documented at local school level and is developed, implemented and evaluated in consultation with key stakeholders.

Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

## Message from key groups in our community

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### Principal's Message

The 2025 Annual School Report for St Rose Catholic Primary School provides an overview of the vision, values, achievements, and future directions that shape our school community. St Rose is a community of faith, committed to educating the whole child within a Catholic context.

As Principal of St Rose Collaroy Catholic Primary School, I am proud to work alongside a highly dedicated and innovative staff, committed parents, respectful students, and an inclusive parish community. Together, they contribute to and strengthen this vibrant learning community.

2025 has been a year of embedding practices and envisioning future directions, further refining teaching and learning in line with curriculum reform. The ongoing embedding of the St Rose Core Values of Respect, Compassion, Justice, and Service is evident across teaching, learning, and all aspects of school life, fostering lifelong learners who demonstrate critical thinking, collaboration, and creative problem-solving within a Catholic environment.

These values strongly shape both academic and personal development, supporting students to grow as confident, responsible members of the community. The school-wide U R Strong wellbeing program continues to strengthen the partnership between home and school in supporting student wellbeing. Parents participated in workshops to further support their understanding of the program, and senior 'Friendship Ninjas' were introduced as trained student leaders who support the resolution of 'friendship fires' in the playground.

The Diverse Learning Team works collaboratively with staff to support and accommodate diverse student needs, ensuring appropriate adjustments and targeted support so all learners can access the curriculum and achieve their full potential. A strong focus on extension and enrichment has also ensured high-achieving students are challenged and supported to excel, with strong academic results evident across key learning areas.

Differentiated learning programs, supported by purposeful use of technology, independent learning, and student initiative, continue to ensure all students are supported to achieve and extend their learning. Families remain vital partners in this process, working alongside staff and the parish to support meaningful, real-world learning experiences.

St Rose has continued to implement the new NSW English and Mathematics syllabuses, along with the CSBB Religious Education curriculum, across K–6. This curriculum reform supports:

- Stronger alignment with real-world skills

- Development of critical thinking and problem-solving
- Enhanced collaboration and communication
- Personalised and differentiated learning opportunities
- Growth of lifelong learning skills
- Integration of technology and digital literacy
- Ongoing enhancement of teacher professional learning

### **Parent Body Message**

The CSBB Parent Survey results reflect very positive feedback from the parent community, highlighting strong confidence in school leadership, commitment to faith, and the ability to foster a supportive, high-expectations school environment.

Parents indicated that school leadership and staff effectively witness to the Catholic faith and support a school culture where students, staff, and families are encouraged to grow in their relationship with Christ. St Rose is recognised as a community where spiritual growth is actively nurtured.

The survey also reflects strong endorsement of the school's academic focus, with parents affirming that teaching staff promote high expectations for student learning and achievement, supporting all students to reach their full potential.

Families strongly value the safe, supportive, and effective learning environment provided across the school, where students are both cared for and able to thrive academically and personally.

Parents also acknowledged the commitment of school leadership and staff to collaboration and community building, including effective partnerships with parents, governing bodies, and the wider community. This collaborative approach strengthens shared responsibility for student learning and wellbeing.

High levels of trust and respect were evident in responses relating to relationships between staff, students, families, and carers. Staff are recognised as approachable, respectful, and committed to building strong, positive relationships across the school community.

The survey further highlighted the value placed on parent engagement, with families appreciating meaningful opportunities to be involved in school life and learning partnerships.

In addition, parents acknowledged the care and responsiveness of school staff in supporting families experiencing complex challenges, reflecting a strong sense of inclusion and pastoral care within the school community.

Parents expressed strong confidence in the leadership and ongoing direction of St Rose Catholic Primary School.

## Student Body Message

Student leaders were surveyed about the range of opportunities they participated in throughout the year. Their responses highlighted a rich and diverse range of experiences across Curriculum, Mission, and Student Wellbeing.

### **Curriculum opportunities included:**

- Maths Challenge groups
- Extension English and Writing groups
- School cluster extension programs
- STEAM activities using 'Little Bits'
- Inter-school debating
- Whole school and inter-school Public Speaking
- Stage 3 Canberra excursion
- ICAS competitions
- Excursions to the Zoo, The Rocks, the Historic Schoolhouse, and the Botanical Gardens
- Claymation and Lego Masters projects
- Music tuition, Performance and Training Bands, and School Choir
- Specialist sports clinics including AFL, NRL, basketball, soccer, and cricket
- Inter-school gala days
- Lunchtime staff vs Year 6 netball games

### **Mission opportunities included:**

- Year 6 Leadership Day
- Sacraments of Reconciliation, Confirmation, and First Holy Communion
- Lent and Advent and Christmas liturgies
- Year 6 Spirituality and Reflection Day
- Fundraising and outreach for Caritas and Project Compassion (including St Patrick's Day and Socktober initiatives)
- Mini Vinnies outreach programs

### **Student wellbeing opportunities included:**

- Martial Arts and Meditation
- URSTRONG friendship program
- Lunchtime clubs (Chess, Library, STEAM, Games, Garden, Technology, Visual Arts, Dance)
- Peer Support UR Strong Program
- Swimming and Athletics carnivals
- "Dis-glow" Disco
- Christmas Carols Concert - Andrew Chinn

- Book Week celebrations
- St Rose's Got Talent

These experiences reflect a strong commitment to providing students with a balanced and enriching school life that supports academic growth, faith formation, and wellbeing.

## School Features

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St Rose Catholic Primary School, Collaroy Plateau, is a Catholic systemic co-educational school within the Lakes Catholic Parish. Founded in 1971 by the late Father Norman O'Grady in a small house with one Kindergarten class and sixteen students, the school quickly grew. A classroom block was completed in 1973, and by 1976 the school was fully operational with seven classes from Kindergarten to Year 6. Today, St Rose continues to thrive as a well-maintained, contemporary learning environment.

School facilities include administration offices, staff rooms, library, hall, canteen, toilet block, undercroft area, and specialist resource spaces. Outdoor areas are landscaped and fully surfaced for play and learning. Classrooms are fitted with air conditioning and interactive display technology. A large water tank system supports sustainability and maintains garden areas, including flower and vegetable gardens.

A broad range of co-curricular opportunities is offered, including band, choir, chess, the UR Strong wellbeing program, Zing Activ Dance, meditation, music tuition, instrumental learning, drama, and martial arts.

The school currently has a healthy enrolment of nine classes, serving families within the parish community. While there is no history of religious staff, St Rose continues to benefit from strong and sustained support from the parish priest, clergy, and parishioners.

A key feature of St Rose is the Transition to High School program, which prepares senior students for secondary schooling through a structured model that builds independence, responsibility, and organisational skills. The Kindergarten orientation program provides an equally strong and supportive transition for new students and families.

Curriculum reform has enabled intentional improvement to teaching and learning frameworks, responding to emerging needs, promoting innovation, and preparing students for a changing world. At St Rose, this has supported more inclusive, engaging, and personalised learning experiences. Teachers are able to tailor instruction to diverse learning needs, ensuring all students are both supported and challenged.

This approach strengthens critical thinking, creativity, and problem-solving skills while enhancing collaboration between teachers, staff, and families. These partnerships underpin holistic student development.

St Rose is committed to inclusive education, with enrichment and differentiated learning embedded across programs to extend and support all learners. The Parent Engagement Network (PEN) works closely with the school to strengthen learning and foster a positive school community.

The school motto, “Constant and True,” underpins all aspects of school life and reflects a commitment to excellence in learning, faith, and service to others.

## Student Profile

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### Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2025. Additional information can be found on the [My School website](#).

| Girls | Boys | LBOTE* | Total Students |
|-------|------|--------|----------------|
| 133   | 94   | 69     | 227            |

\* Language Background Other than English

### Enrolment Policy

The [Enrolment Principles](#) temporarily supersede The Enrolment Policy for Diocesan Systemic Schools (2013) and are being followed by the School for enrolments for 2025. As inclusive and evangelising communities, we welcome every family who would like a Catholic education for their children. Catholic Schools Broken Bay (CSBB) strives to respond to the needs of all students, within the constraints of our available resources. We believe all students should have access to our schools which offer educational opportunities that nurture the Catholic faith, expand life choices, cater for the disadvantaged, and challenge all students to reach their full potential. Our schools are explicitly evangelical, catechetical and address (with the support of our parishes and agencies), the faith formation of our school communities. Copies of these principles and other policies in this Report may be obtained from the [CSBB website](#) or by contacting CSBB.

### Student Attendance Rates

The average student attendance rate for the School in 2025 was 92.31%. Attendance rates disaggregated by Year group are shown in the following table.

| Attendance rates by Year group |        |        |        |        |        |        |
|--------------------------------|--------|--------|--------|--------|--------|--------|
| Kindergarten                   | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| 93.31                          | 92.38  | 92.83  | 92.51  | 91.28  | 90.68  | 93.28  |

## Managing Student Non-Attendance

In order for students to reach their full potential it is of paramount importance that they attend school regularly. While it is the parents' legal responsibility under the NSW Education Act (1990) to ensure that their children attend school regularly, our staff as part of their duty of care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. In doing so, the School, under the leadership of the principal:

- provides a caring environment which fosters a sense of wellbeing and belonging in students
- maintains accurate records of student attendance
- implements policies and procedures to monitor student attendance and to address non-attendance issues as and when they arise
- communicates to parents and students, the School's expectations with regard to student attendance and the consequences of not meeting these expectations
- recognises and rewards excellent and improved student attendance.

School attendance records also contain information regarding student absences including reasons for absence and documentation to substantiate reasons for absences. Teachers are required to monitor non-attendance diligently on a student by student basis and to bring to the attention of the Principal immediately any unexplained absences, non-attendance of a chronic nature, or reasons for non-attendance that cause concern. Matters of concern are referred to the Principal, CSBB and the Department of Education where appropriate.

Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the School in collaboration with parents, provides resources to contribute to the student's continuum of learning where possible. CSBB monitors each School's compliance with student attendance and management of non-attendance as part of the system's Quality Assurance and Compliance processes. The School's attendance monitoring procedures are based on the Procedures for the Management of Student Attendance in Catholic Schools Broken Bay.

## Staffing Profile

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### Staffing Profile

The following information describes the staffing profile for 2025:

|                                    |    |
|------------------------------------|----|
| Total number of staff              | 26 |
| Number of full time teaching staff | 8  |
| Number of part time teaching staff | 10 |
| Number of non-teaching staff       | 8  |

### Total number of teaching staff by NESA category

All teachers employed by the School are qualified to teach in NSW. Additionally, all teachers at this School who are responsible for delivering the curriculum are accredited with NESA and hold a Working with Children Check.

Teachers at this School are either accredited as conditional, provisional, proficient or highly accomplished as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead teacher (HALT) are voluntary. Catholic Schools Broken Bay currently has 27 HALTs and 145 aspiring HALTs engaged in the process.

The table below details the number of teachers at the School who are at these levels:

|                      |    |
|----------------------|----|
| Conditional Teachers | 0  |
| Provisional Teachers | 0  |
| Proficient Teachers  | 18 |

## Catholic Identity and Mission

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As a Catholic community, the School shares in the mission of the local Church. The [Diocesan Mission Statement](#) is our statement of shared common purpose: "The Diocese of Broken Bay exists to evangelise, to proclaim the Good News of Jesus Christ, gathered as friends in the Lord and sent out to be missionary disciples."

In partnership with parents as the first faith educators of their children and the local parish community, the School seeks to provide authentic, professional Catholic Education, inspiring hearts and minds to know Christ, to love learning, to use their talents to be the very best they can be. Our vision, purpose and all we do is founded on faith in Jesus Christ, and informed by Christian values including faith, joy, witness, compassion, and courage.

The School's Religious Education (RE) program is based on [CSBB's Religious Education Curriculum](#) and aims to provide students with meaningful, engaging and challenging learning experiences that explores the rich diversity of the Catholic faith and ways in which we live it. The CSBB Religious Education Curriculum has been developed to further enhance the learning experience for all. It includes formal Religious Education as well as retreats, spirituality days and social justice opportunities in which students are invited to serve others, especially the poor and those who are marginalised.

Faith formation opportunities are provided for students, staff, parents and caregivers. Students regularly celebrate Mass and pray together. Students are invited to participate in age appropriate sacramental and Youth Ministry activities aimed at living out their mission as disciples of Jesus.

Year 5 students from St Rose and St Joseph's Narrabeen (Lakes Parish schools) participated in a retreat led by CSBB Lead and Deputy Lead staff. This provided an opportunity to reflect on their faith journey and encouraged involvement in youth ministry. At St Rose, these students will lead class prayer on a termly basis.

In 2025, the K–2 curriculum was implemented across all classes, with staff working collaboratively to ensure consistency and strong teaching practice. Ongoing professional learning for the Religious Education Coordinator and staff, led by CSBB, included a system-wide day focused on the new Stage 2 and 3 curriculum.

The school has elected to implement the Stage 2 and 3 curriculum by grade. In 2025, Years 3 and 4 commenced implementation, with Year 4 teaching the Eucharist unit from the previous curriculum to support sacramental preparation. Years 5 and 6 also implemented the new curriculum.

The school's Catholic identity is strengthened through regular whole-school Masses and liturgies in both church and school settings. Strong partnerships with the parish and wider Northern Beaches community continue to grow. A commitment to social justice is evident through Mini Vinnies, with students supporting organisations such as St Vincent de Paul, Caritas Australia, and Catholic Mission.

## Curriculum, Learning and Teaching

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The School provides an educational program based on and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for primary education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology (S&T), Human Society and its Environment (HSIE), Creative Arts (CA) and Personal Development, Health and Physical Education (PDHPE). In addition to this, the School implements the Diocesan Religious Education syllabus. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

St Rose Catholic Primary School provides a rich and rigorous educational program aligned with the NSW Education Standards Authority (NESA) syllabuses. Our curriculum spans all Key Learning Areas (KLAs): English, Mathematics, Science and Technology, HSIE, Creative Arts, and PDHPE, complemented by the Diocesan Religious Education syllabus to nurture faith and values.

In 2025, our continued focus on explicit instruction and understanding cognitive load strengthened classroom practice. Teachers implemented systematic, direct, and structured approaches, ensuring students benefited from clear explanations, modelled strategies, and regular feedback to support mastery of key concepts.

Through Collaborative Coaching and in-class mentoring, teachers further developed their expertise in Mathematics, with a particular focus on number fluency. This resulted in improved teacher confidence and a stronger understanding of the new curriculum, enabling more effective scaffolding of student learning and progression in numeracy.

The Diverse Learning team worked closely with teachers to support all learners, including high-potential students. Through regular collaboration and the use of SMART goals, targeted interventions were implemented across all classes. The team met fortnightly to monitor progress and refine support strategies, ensuring each student's needs were addressed. Enrichment opportunities, including writing groups, Mathematics extension programs, and public speaking competitions, further supported a well-rounded education.

Assessment remained central to our improvement strategy. Teachers used a range of formative and summative data, including Essential Assessment, Soundwaves, NAPLAN, PAT testing, and school-based assessments, to inform teaching and track student progress. Data indicated strong growth across year levels in reading comprehension, writing, and mathematical problem-solving.

To further strengthen assessment practices, the school invested in an Australian Curriculum assessment platform, supporting a consistent, differentiated approach to teaching, learning, and assessment in English and Mathematics.

Our continued focus on Mathematics has led to positive outcomes, as evidenced through NAPLAN results, classroom observations, and PAT testing. Alongside this success, St Rose remains committed to fostering both academic achievement and personal growth for all students.

Looking ahead to 2026, there will be a renewed focus on English, particularly in spelling and writing, alongside the implementation of new syllabuses in Creative Arts, HSIE, PDHPE, and Science.

## Student Performance in Tests and Examinations

### NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participated in the National Assessment Program Literacy and Numeracy (NAPLAN). The purpose of NAPLAN is to provide information to parents and teachers about the achievements of students in literacy and numeracy. The test provides a measure of the student's performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching with a view to improving student performance.

NAPLAN results are reported against proficiency standards with 4 levels of achievement to give teachers, parents and carers clearer information on how students are performing:

- Exceeding: The student's result exceeds expectations at the time of testing.
- Strong: The student's result meets challenging but reasonable expectations at the time of testing.
- Developing: The student's result indicates that they are working towards expectations at the time of testing.
- Needs additional support: The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

The percentage of student achieving at Exceeding and Strong proficiency standards in NAPLAN at St Rose Catholic Primary School for 2025 is reported in the table below.

| NAPLAN RESULTS 2025 |                         | Percentage of students in the top 2 proficiency standards |           |
|---------------------|-------------------------|-----------------------------------------------------------|-----------|
|                     |                         | School                                                    | Australia |
| Year 3              | Grammar and Punctuation | 72%                                                       | 54%       |
|                     | Reading                 | 80%                                                       | 66%       |
|                     | Writing                 | 100%                                                      | 76%       |
|                     | Spelling                | 67%                                                       | 62%       |
|                     | Numeracy                | 88%                                                       | 64%       |

| NAPLAN RESULTS 2025 |                         | Percentage of students in the top 2 proficiency standards |           |
|---------------------|-------------------------|-----------------------------------------------------------|-----------|
|                     |                         | School                                                    | Australia |
| Year 5              | Grammar and Punctuation | 78%                                                       | 63%       |
|                     | Reading                 | 67%                                                       | 73%       |
|                     | Writing                 | 64%                                                       | 65%       |
|                     | Spelling                | 63%                                                       | 69%       |
|                     | Numeracy                | 67%                                                       | 69%       |

## Pastoral Care and Student Wellbeing

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### Pastoral Care Policy

The School's pastoral care and student wellbeing policies, guidelines and procedures are informed by the [Pastoral Care and Student Wellbeing Policy](#). This policy is underpinned by the guiding principles from the National Safe Schools Framework (2013) (NSSF) that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a prerequisite for effective learning in all Catholic school settings. The Pastoral Care and Wellbeing Framework for Learning for the Diocese of Broken Bay Schools System (the Framework') utilises the NSSF ensuring that diocesan systemic schools meet the objectives of the NSSF at the same time as meeting the diocesan vision for pastoral care and wellbeing. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. The policy was revised in 2019 to align with the [Australian Wellbeing Framework \(2018\)](#) for implementation in 2020.

### Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned to the [Behaviour Support Policy](#). Policies operate within a context that all members of the school community share responsibility to foster, encourage and promote positive behaviour and respectful relationships. The policy aims to promote a safe and supportive learning environment to maximise teaching and learning time for all students. It supports the development of students' pro-social behaviour based on respectful relationships and clear behavioural expectations. The dignity and responsibility of each person is promoted at all times along with positive student behaviours while ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. There were no significant changes made to this policy in 2025.

### Anti-Bullying Policy

The School's Anti-Bullying guidelines and procedures are based on and informed by the [Prevention and Management of Student Bullying Policy](#) and is aligned to the Pastoral Care Policy for Diocesan Systemic Schools and other related wellbeing policies and guidelines. All students, their families and employees within Catholic education have a right to a learning and work environment that is free from intimidation, humiliation and hurt. Anti-Bullying policies support school communities to prevent, reduce and respond to bullying. Further

information about this and other related policies may be obtained from the [CSBB website](#) or by contacting CSBB. There were no significant changes made to this policy in 2025.

### **Complaints Handling Policy**

The School follows the [Complaints Management and Resolution Policy](#). A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner, recognising the dignity of each person concerned in the process. The policy recognises that a number of more minor or simple matters can be resolved without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people. Further information about this and other related policies may be obtained from the [CSBB website](#) or by contacting CSBB. There were changes made to this policy in 2025 to reflect new system processes.

## Community Satisfaction

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The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, a variety of processes have been used to gain information about the level of satisfaction with the School from parents, students and teachers.

### Parent satisfaction

#### School Survey Results – Key Themes (parent Feedback)

*Survey data strongly indicated that parents:*

- Feel welcomed within the school community
- Are well informed about school life and learning
- Believe the school effectively supports their child's learning and positive behaviour
- Have positive access to communication with teachers
- Attend meetings and school events
- Support their child's learning at home
- Are satisfied with the amount of homework provided
- Feel the school is safe, inclusive, and welcoming
- Believe their child is included and treated fairly
- Are encouraged to participate in school liturgies, prayer, and parish life
- Acknowledge the strong prayer life and Catholic identity of the school
- Recognise the development of positive core values across the school community
- Would highly recommend the school to others

### Student satisfaction

#### School Survey Results – Key Themes

The school surveyed students in Years 5 and 6, focusing on social-emotional outcomes and key drivers of student learning and engagement.

*Students reported:*

- A strong sense of belonging within the school community
- Positive relationships with peers and staff that support and value learning outcomes
- Consistently positive behaviour, underpinned by an understanding of faith and school expectations
- High levels of interest, motivation, and engagement in learning
- A strong commitment to trying their best and striving for success

- Appreciation of effective learning time, academic rigour, and clear expectations for achievement
- A positive perception of the school's learning environment, including safety, teacher–student relationships, and overall classroom climate
- A strong connection to faith, including opportunities for prayer, liturgy, and engagement in social justice initiatives
- A belief that their faith and relationship with God are supported and nurtured through school life
- A sense of safety and wellbeing while attending the school

These results reflect a strong and supportive school culture that fosters student engagement, wellbeing, and faith development.

### Teacher satisfaction

#### **School Survey Results – Key Themes (Teacher Feedback)**

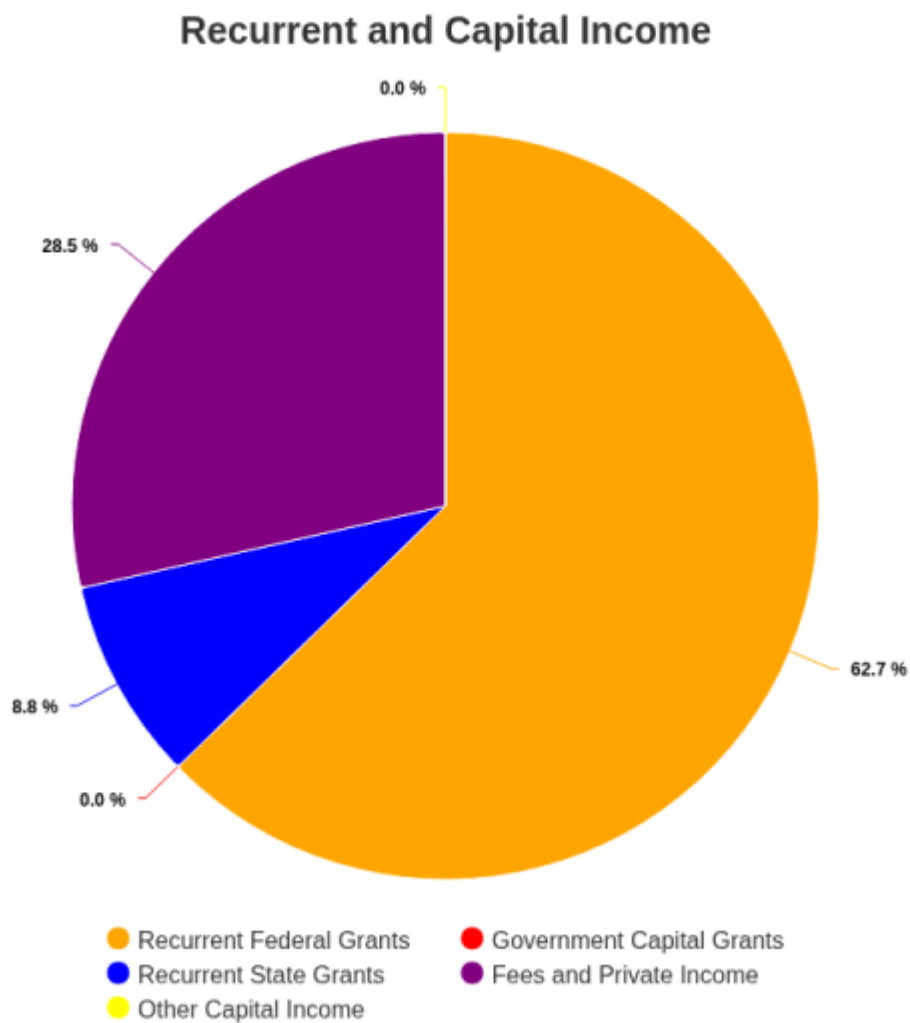
Survey data highlighted strong teacher perceptions of the school's learning environment and professional practice, with the following areas identified as key strengths:

- Strong parent involvement and partnership in learning
- An inclusive and supportive school culture
- A balanced focus on student wellbeing and academic achievement
- Effective integration of technology to support teaching and learning
- High-quality teaching strategies that enhance student engagement and progress
- Consistent use of data-informed practice to guide teaching decisions and support student growth
- A strong and positive learning culture across the school
- A respectful and professional workplace environment
- Access to meaningful professional learning opportunities that support ongoing growth
- Strong collaboration across staff teams
- Shared leadership that promotes collective responsibility and school improvement

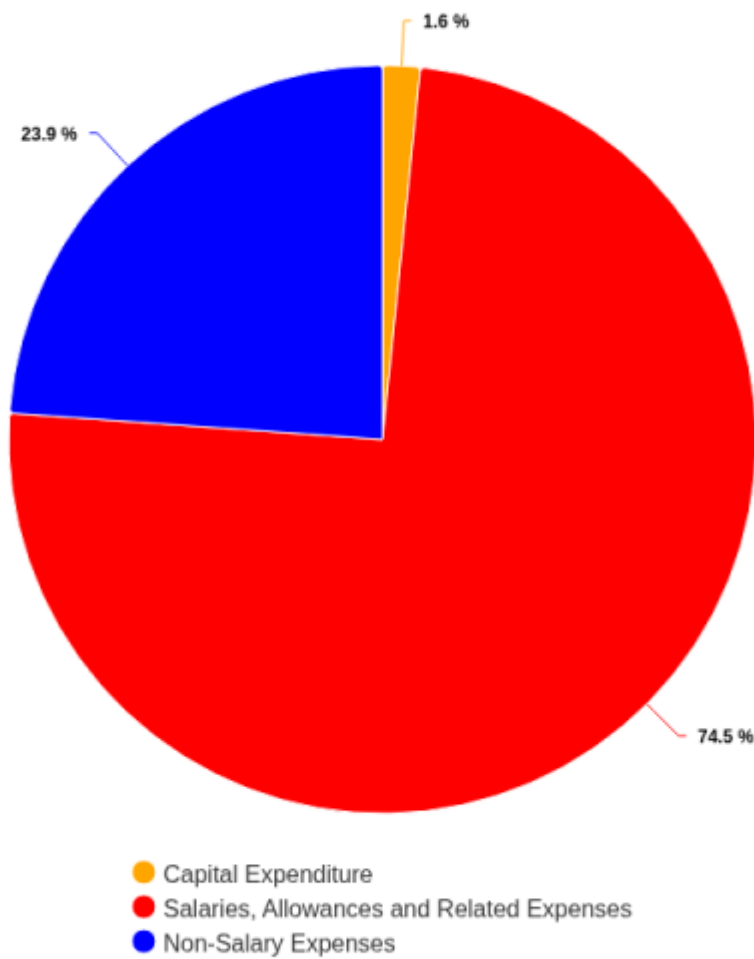
## Financial Statement

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Consistent with the NESA requirements, financial income and expenditure for the School in 2025 is shown below. More detailed financial data is available on the [My School website](#).



## Recurrent and Capital Expenditure



END OF 2025 REPORT