

ANNUAL REPORT *2025*



Excellence In Learning, Care & Culture

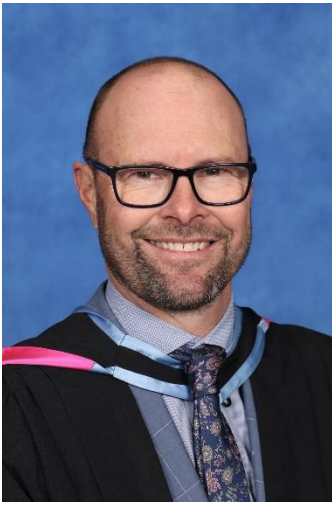




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Theme 1 – *Context*



College Headmaster - *Mr Trevor Norman*

As the academic year draws to a close, leading this College remains a privilege that brings genuine joy. Witnessing the intellectual, social, and personal development of our students is a deeply rewarding experience, and I extend my sincere gratitude to our dedicated staff and supportive families, whose partnership is critical to our ongoing success.

Celebrating Student Achievement

2025 has been rich with achievements that speak directly to the character and capability of our student body. We celebrate the outstanding success of our champion sports teams, notably the Cricket team's dominating victory in their recent final. Our public speaking and debating teams continued their tradition of excellence, representing the College with intelligence, clear thinking, and strong speaking skills. Furthermore, a perennial highlight remains the annual MISA Dance Festival, where our young women performed with the dignity, elegance, and high-level skill that reflect their deep commitment.

Beyond formal accolades, visitors and visiting principals frequently comment on the exceptional maturity, presentation, and conduct of our students. This standard is not the result of forced compliance; rather, it stems from hundreds of individual, daily decisions made by our students to take ownership of their environment and uphold the College's expectations.

Learning, Care, and Culture

At the heart of this mature conduct is a foundational understanding of personal power and self-respect—the quiet satisfaction that comes from contributing to something bigger than oneself. This ethos is reflected across three core pillars:

- **Learning:** A strong commitment to academic excellence, where students strive to do their best, driven by personal agency rather than external instruction.
- **Care:** Showing genuine care and respect for others, actively contributing to making the College an enjoyable and inclusive environment for every student.
- **Culture:** Embracing high expectations to reject mediocrity. Setting high standards sets our young people apart, a trait that becomes visibly obvious to employers, community groups, and the broader society as they engage with the world.

This self-discipline and maturity are not temporary accomplishments; they are the foundational character traits necessary for long-term success beyond the College gates.

Finally, I would like to thank our Lord and Saviour, Jesus Christ. Through Him, all things are possible, and He remains our source of wisdom, our eternal hope, and our firm foundation.



College Council Chairman - *Mr Raoul Corry*

On behalf of the College Council, I am pleased to share this report on the 2025 academic year at Wollondilly Anglican College and to reflect on the events that concluded our year.

I would like to extend my sincere thanks to Headmaster Mr Trevor Norman, our parents, staff, and students for the support you have given the College over the past twelve months. God has built a welcoming community here at the College, and you are all a vital part of it. Each member of our community benefits from every individual's contribution, no matter what form that contribution takes. Thank you to each and every one of you.

I would also like to express my gratitude to the P&F for the outstanding work they have done for the College this year. Through the various events they have run, they have not only raised valuable funds to support the College but also enhanced and strengthened our community connections.

This has been another highly successful year for the College. Alongside a continued increase in student numbers, significant capital works have progressed well. The Kindergarten playground is now complete, the second entrance is nearing completion, and the development application for the multipurpose hall and gymnasium has been approved, with construction works scheduled to commence in the first half of 2026.

However, God has blessed the College not only in the physical infrastructure you see around the campus, but also in the people who work within it each day—our dedicated teachers and support staff. Teaching is a continually evolving role, and technology continues to transform the educational landscape. Our staff continue to rise to these challenges while striving to provide an exceptional Learning environment—one that focuses deeply on Care for each student, ensuring they feel valued and genuinely supported. This is all achieved within a Culture that maintains the highest standards of respect, behaviour, and character development.

Learning, Care, and Culture: the three core pillars of the College.

The College Council remains incredibly grateful to our remarkable teachers and support staff for the extraordinary work they perform every day to enable students to reach their God-given potential.

As we look back on the busyness of the concluding school year and the Christmas season, it remains the College Council's earnest prayer that our families enjoyed a joy-filled Christmas, a blessed New Year, and that the peace and love of Christ continues to dwell with you for all that lies ahead.

As this report marks one of my final duties as Chair of the College Council, I wish to share a reflection that has stayed with me. It comes from a man who was not an academic, a politician, or a theologian. Yet, he and three of his mates had, in their time, a profound and lasting effect on the world. With that came immense fame, which allowed him to experience, over many years, all that this world had to offer — from both a material and a spiritual perspective—both good and bad.

His name was George Harrison, of The Beatles, and his words were simply:

"Everything else can wait, but the search for God cannot wait."

If you do not currently have a personal relationship with God, there is no better time than today to begin that search; your eternity depends on it. For those wanting to know how to take that step, I encourage you to speak with Mr Roberts, the College Chaplain, or any member of the College staff.

It has been a privilege to serve the College. It is a joy to celebrate the great things God has done at Wollondilly Anglican College throughout 2025.

College Captains - Miss Estelle Kluit & Miss Eloise Turkington



Estelle:

Our time at Wollondilly Anglican College has been an incredible journey — years full of challenges, growth and many memories from our very first days in the classroom to now, graduation.

Eloise:

This moment isn't just about us, it's about the people who've had the patience to deal with us for the past six years. To our teachers: thank you for guiding us, challenging us, and encouraging us. You've been our mentors and our motivators throughout this chapter of our lives. Your support and belief in us have helped shape this wild ride we call high school. As we celebrate the end of this chapter, we want to say a massive thank you.

You've helped us grow from nervous Year 7s swimming in blazers two sizes too big (because our parents said we would grow into them), to slightly taller, slightly more caffeinated Year 12s... still slightly swimming in blazers, but with better hair and a better sense of sarcasm. So to every teacher who's ever explained something twice (or ten times), put up with our "group projects," or laughed at our very average jokes, thank you. You've taught us more than just what's in the syllabus. You've taught us how to think, how to care, and how to push through... even when the Wi-Fi cut out and someone "accidentally" deleted the group PowerPoint. This time is as much yours as it is ours. We're grateful—and we promise to take everything you've taught us into the future.

Estelle:

Some of the greatest support we've had across Year 12 has been our mentors. These teachers have given up their time to meet with us one-on-one to offer guidance and support through our studies and other general challenges that come with the final year of schooling. Whether it was helping us stay organised to better manage academic pressures, balancing school and life, or simply being someone to listen and chat to, our mentors have played a huge role in supporting us across our Year 12 journey. We'd like to thank them for their encouragement, wisdom and care that they have provided us with, their additional support has made all the difference.

As we reflect on our schooling journey, it's impossible not to recognise the people who have been with us from the very beginning: our parents and families. You've walked beside us through every stage of our schooling, celebrating our highest points and supporting us through our lowest. You've seen the stress of assignments, the late nights, the small victories and the big milestones, and through it all, your love and support has never wavered.

Your unconditional encouragement, patience and belief in us have shaped who we are today. And while we're grateful for the wisdom and guidance, we also have to thank you for the everyday things — for being our alarm clocks when we didn't want to get up, our personal drivers when we couldn't drive ourselves, and our biggest cheerleaders even when we felt like we didn't deserve it.

On behalf of Year 12, thank you for every sacrifice, every word of advice and every moment of reassurance when we needed it most.

**Eloise:**

Back in Year 7, most of us were just trying to survive high school and counting down the years until we could finally leave. And now that the moment's here, we're suddenly wondering how it all went so fast and why it actually feels kind of sad to go.

Year 7 Camp was unforgettable. For some, it stands out because of the laughter and fun we shared; for others, it was the first time we were nudged outside our comfort zones. From rock climbing to waterslides, and even the mystery of camp food, there was a memory for everyone. More than the activities, though, it was where friendships began and where our Wollondilly journey truly started.

Year 9 Camp never went ahead, and while some were devastated, others were secretly relieved to avoid three days battling the bush. But instead of missing out, Mrs Bawden created something even better. From waterslides at Jamberoo to

bubble soccer and laser tag at school, it became a highlight of our year. Thank you, Mrs Bawden, for turning what could have been a disappointment into memories we'll carry well beyond Wollondilly.

Year 11 Camp was our last, and it had to count. And it did. A trip to the city meant swapping our usual routines for something completely different. From experiencing a night on the streets, which gave us perspective (and a new appreciation for our beds), to racing through Sydney in Amazing Race-style challenges, there was never a dull moment. More than the activities, it reminded us how close we'd grown as a year group, and how ready we were for our final chapter.

For those lucky enough to take part in co-curricular activities, you'll know just how special they were. Speaking from experience, they've given me some of my favourite memories of high school. Whether you braved the challenge of Duke of Ed (and for that, I applaud you), or like me, found your place in the Performing Arts, those moments shaped us in ways the classroom never could.

For me, being part of Dance Company was everything — not just the performances, but the friendships that grew out of it. Laycie, I'm so grateful we walked into that dance room together all those years ago, young and awkward, and somehow left as people I can't imagine my life without. And to Miss Valente — you were so much more than a teacher. You were a mentor, a guide, and sometimes the person who had to put up with my endless chatter. Thank you for your patience, your passion, and for giving me a space where I could grow not just as a dancer, but as a person.

So as we look back from the camps that marked our milestones, to the friendships made in co-curriculars, let's cherish every memory and be proud of just how far we've come. We have built friendships that will transcend past this school — to my beautiful friends Jayde, Jasmine, Elise and Holley, I thank you.

Estelle:

Looking back on our last few years at the College, our year group has achieved a lot. As Ellie said, Year 11 Camp was an eye-opening experience, giving us the chance to walk in someone else's shoes and challenging us in more ways than one.

Throughout the year, we've come together as a year group to fundraise for our upcoming Formal. Our barbeques and bake sales weren't just about raising money, but also about bonding as a year group, sharing laughs and making memories. Dressing up together for the Swimming and Athletics Carnivals was another highlight which formed a sense of community amongst our cohort.

This year, we were paired with Year 4 kids for the Buddies Program, an opportunity which many of us looked forward to each fortnight. As we got to know them, we showed them new skills and shared fun facts. But at the



same time, I think they reminded us of something: to make time for fun, especially during stressful times such as the upcoming HSC. I'll forever be grateful for the fun we were able to share with them, especially our Just Dance session in the last week!

For those of us who got to tutor some of these kids on Tuesday mornings also, I think I can speak for all of us when I say it was a rewarding experience. It gave us the chance to build genuine relationships and develop our leadership skills with the younger students of the College. Even in the short time we worked together, we saw real progress — a reminder that even small, consistent efforts can make a big difference.

We've heard from our peers that the Vietnam Service Trip was one of the most memorable experiences of their school journey. For those who went, it was an opportunity to step out of their comfort zones, experience a new culture, and work alongside local communities to leave a lasting impact. Building a home and visiting children in the orphanage sparked compassion, teamwork and a deeper sense of gratitude for what we have here in Australia. For those of us who didn't go, their stories and reflections have given us a glimpse of how meaningful the experience truly was.

As we come to the end of this journey together, we wanted to leave you with some words of encouragement. Life after high school can feel a bit scary, but I see it as a new beginning that we have the chance to embrace. Letting go isn't always easy, and there are so many unknowns ahead, but I hope we can face the future with courage — trying new things, taking risks, and learning from our mistakes. Each day celebrate the highs, learn from the lows, and give each moment your best shot.

For me, one of the things that has given me strength through tough times has been my faith. There's a verse that has encouraged me throughout high school and I'd like to share it with you today:

Jeremiah 29:11 — "For I know the plans I have for you," declares the Lord, "plans to prosper you and not to harm you, plans to give you a hope and a future."

Whether or not you trust in God, I hope these words give you comfort, knowing that He has a great plan and purpose for our lives. So, as we move forward, let us do so with courage and hope, ready for what lies ahead.

Eloise:

As we close this chapter of our lives, I think of it like a dance (as I always do): every step we've taken, every turn, every pause has shaped who we are today. High school has shown me that the most meaningful moments come when we choose to be involved, to show up, and to give our all.

I have been lucky enough to form beautiful friendships during my time here. Through being involved in co-curricular activities and putting myself out there, I've met people who have made this journey truly pivotal for me and I encourage you all to do the same: to get involved in life, and to sink fully into the routine.

As we move forward, I hope we all keep carrying that rhythm with us — saying yes to new experiences, finding joy in the music of everyday life, and remembering that even when the steps feel uncertain, we are never dancing alone. And for me, that's been especially true, because I've been lucky enough to share every step of this journey with my twin sister, Grace, whose presence has been both my mirror and my anchor. Grace, I thank you for this, and I am constantly amazed by the dance you continue to choreograph for yourself.

Together, and with all of you, I've learned that confidence, kindness, and connection are what make the dance of life truly unforgettable. So as we step into the next stage, may we all keep dancing boldly into the unknown, knowing the best parts of this performance are still to come.



College Contextual Information

Wollondilly Anglican College was conceived out of the need to provide Christian education in an environment which encourages excellence. It has grown to be a College of choice for those in the Wollondilly Shire and surrounding districts who seek a reinforcement of family values along with the development of life skills, self-discipline and broad educational choice.

Our College is focused on delivering exceptional Learning, Care and Culture for our students. There is a differentiated curriculum to provide extension opportunities. We are blessed with an experienced staff of dedicated professionals, selected from many applicants. The College provides for the education of students from Pre-Kindergarten (4-year-olds) to Year 12 and offers specialist facilities to cater for all core subjects along with a variety of academic electives. Modern, technology-focused, comfortable, air-conditioned learning facilities accommodate all classes without the use of any portable or demountable buildings.

Controversy surrounding the values that schools teach is never far from the media spotlight. All schools pass on values to students. Parents do not choose schools on the basis of a presence or absence of values, but rather on the basis of the quality of values that are in evidence. Wollondilly Anglican College espouses the virtues of traditional Australian Christian values. These include freedom for students to shine, the development of God-given talents and a family environment exemplified by quality pastoral care and sense of community.

The spectacular grounds and facilities, and modern, stylish uniforms are testament to a pride in belonging which is shared by staff, students and parents alike. This is enhanced by an emphasis on a safe environment, where students have a right to personal security and are encouraged to share responsibility for the safety of others.

In 2025, the main building project was the second entrance to the College. When the second entrance opens in 2026, the College community will benefit from less traffic congestion both outside and inside the College. The second entrance will include a new car park and a kiss and drop zone. The second entrance will benefit both our College community and local community by reducing traffic congestion on Remembrance Drive.

For more information: www.wac.nsw.edu.au

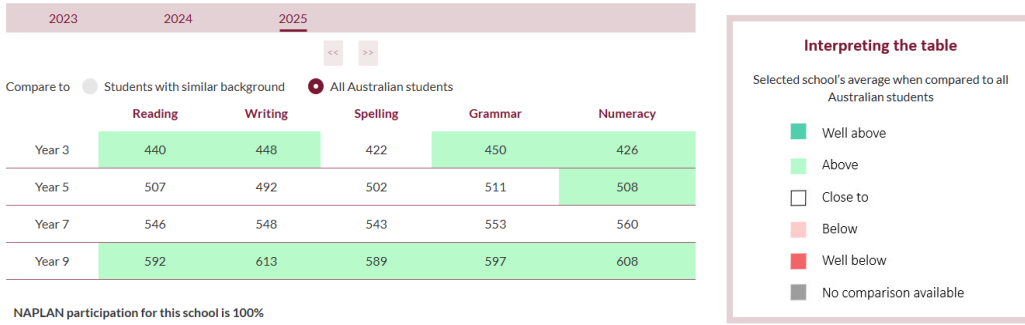
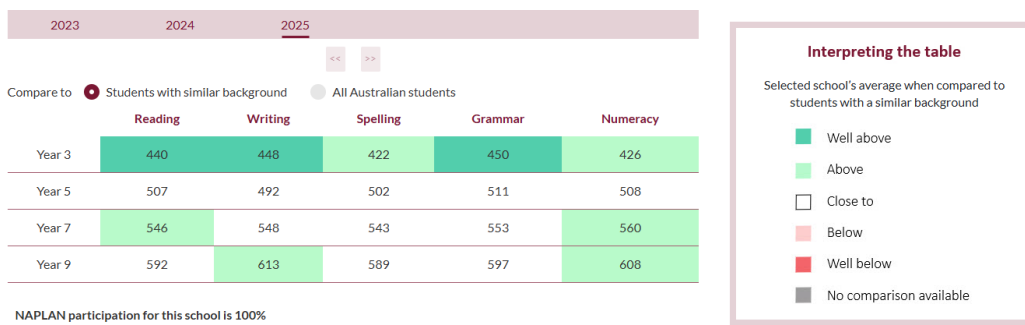


Theme 2 – Outcomes and Results

NAPLAN 2025

NAPLAN 2025 results show that Wollondilly students in Years 3, 5, 7 and 9 are continuing to make excellent progress when compared to students from similar backgrounds.

The tables below show Wollondilly's average student results for each year level in each domain tested. The first table demonstrates results in comparison to students with similar backgrounds — green indicates areas that Wollondilly students performed above, or well above, students of similar background. The second table compares Wollondilly's results to all Australian students.



2025 HSC Results

7

Students on the Distinguished Achievers List

13

Band 6 results

75

Band 5 results from 66 eligible students

Congratulations to the Year 12 class of 2025 for their commitment, perseverance and achievement throughout their HSC year. Our College community was proud to receive the news that seven students were placed in the highest result band for at least one subject. All received honourable mention on the prestigious list of Distinguished HSC Achievers' Merit List for 2025. It is exciting that our Year 12 students received over 100 offers of early university entrance to institutions across the country.

Distinguished Achievers' Merit List for NSW

Hollie Byrnes *Extension English 1, Extension English 2, Modern History*

Rory Cronin *Earth and Environmental Science*

Jasmine Hemans *Biology, Business Studies, Legal Studies and Society and Culture*

Kye James *VET Hospitality*

Laura Jeffreys *Mathematics Standard 2*

Ada Schultz *English Extension 1, English Extension 2*

Jessalyn Smiltnieks *English Advanced*

In addition, the following students received nominations for outstanding HSC performances and projects.

Dance

- Eloise Turkington — Core Composition
- Laycie Noblett — Core Performance & Major Study Performance

Drama

- Hollie Byrnes — Critical Analysis (Research)

Congratulations to Jasmine Hemans, the College Dux for 2025 — ATAR: 95.30

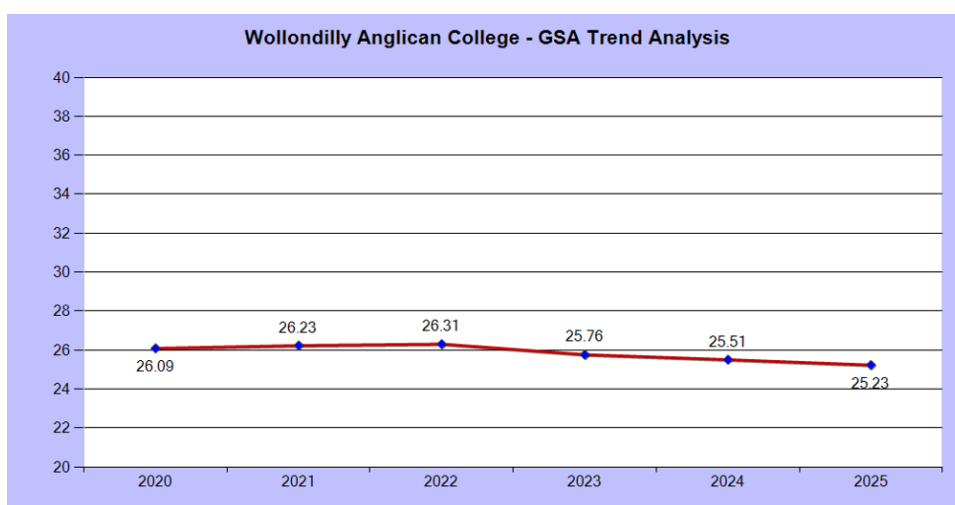




High-performing subjects this year (minimum +5 above the State mean) included CAFS, PDHPE, Studies of Religion, Modern History, Legal Studies and Textiles and Design.

Grand School Average

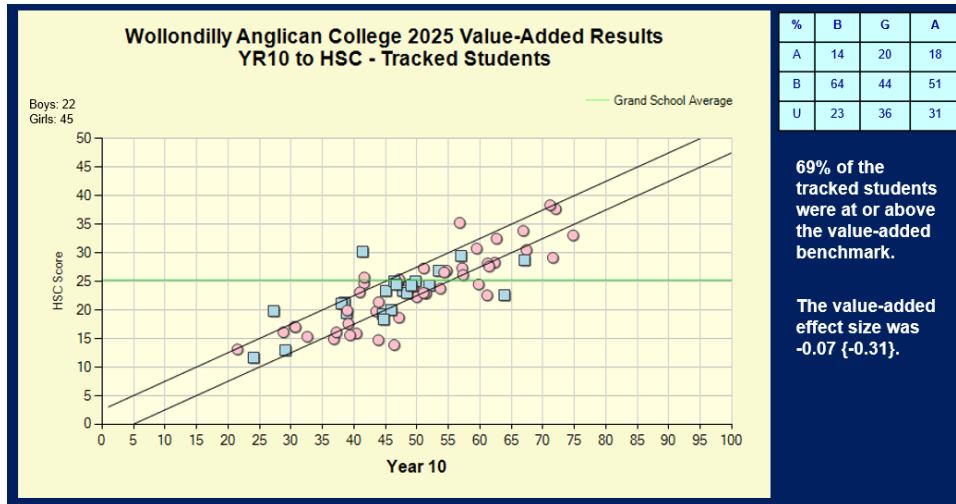
In 2025 we saw a slight decline in the Grand Schools average. This is due partially to the performance of the 2025 cohort as well as the 2019 results dropping off the rolling average. There is a continued need to focus on high quality teaching and learning occurring in the classroom, with an emphasis on explicit teaching as well as critical and creative thinking. The review of the HSC performance has resulted in a continued focus on academic achievement and engagement. A focus on Stage 6 performance has led to the introduction of focused study time at the College, held across two evenings a week.



Value-Added Results

The College engages an external consultant to independently analyse results and determine how much students have improved academically between their results in Year 10 and Year 12. We are specifically interested in how much better or worse they have achieved compared to what would normally have been expected ("value added").

Our students' value-added achievement to their benchmark should fall in the tram lines on the graph below. In 2025, 69% of the students reached or exceeded their value-added benchmark which was an improvement from 2024 (47%). In 2025, 77% of the boys {32%} and 64% of the girls {54%} reached or exceeded their value-added benchmarks from Year 10 to Year 12.



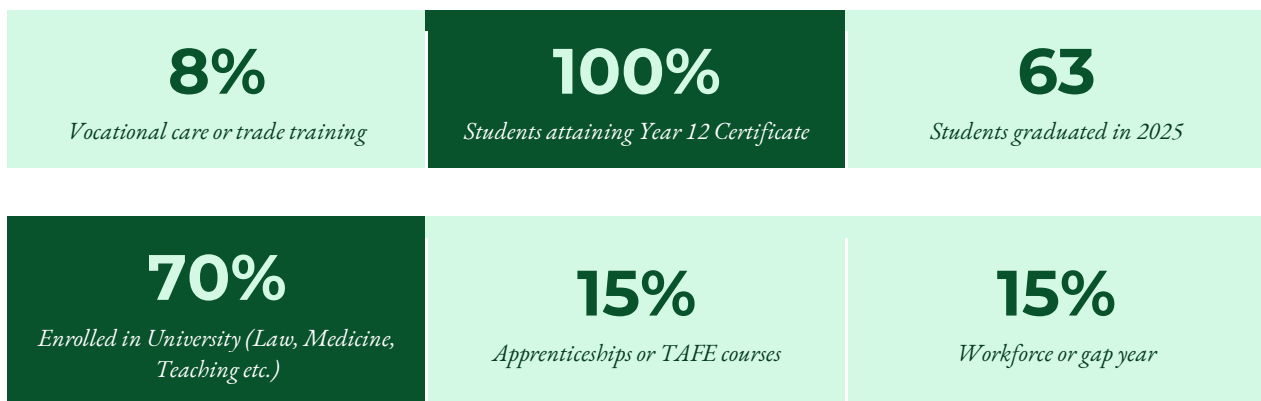
ATAR Scores

The 2025 UniScores analysis revealed 64 students eligible for an ATAR {68}, 21 boys {22} and 43 girls {46}. The mean, 64.38 {66.16} decreased by 1.78 UniScore points. The mean for boys, 61.94 {65.20} decreased by 3.26 and their median, 61.40 {61.63} decreased slightly by 0.23 while the girls' mean, 65.57 {66.62} decreased by 1.05 and their median, 65.35 {66.68} decreased by 1.33.

Record of School Achievement (RoSA)

A total of 115 students completed Year 10 and were eligible for their RoSA. One student transferred their enrolment.

Students Leaving at the End of Year 12



Theme 3 – Staffing

Teacher Standards

In 2025, a total of 91 teachers were employed either full time or part time at the College.

Teachers who had teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEINOOSR) guidelines numbered 91. The number of these teachers at Proficient accreditation or Experienced Teacher level is 81 with the other 10 at Provisional or Conditional accreditation level.

100%

Teaching staff are Category A

91

Teaching staff (full and part time)

39

Non-teaching staff

It is reflective of the rigorous recruitment procedures of the College and its popularity as a place of work that 100% of teaching staff are Category A.

While no staff members have identified as Aboriginal or Torres Strait Islander, Wollondilly Anglican College warmly welcomes and strongly encourages applications from First Nations Teachers and Support Staff.



Theme 4 – Attendance

Average Student Attendance Rate by Year — 2025

Year / Form	Overall	Male	Female	Ind. Male	Ind. Female
Transition 2 Days	91.50%	91.40%	91.70%	94.60%	95.30%
Transition 3 Days	94.00%	94.20%	93.90%	—	86.30%
Kindergarten	93.20%	93.40%	93.10%	99.50%	95.70%
Year 1	94.20%	93.90%	94.50%	90.30%	90.30%
Year 2	93.20%	94.20%	92.40%	88.60%	89.20%
Year 3	92.90%	93.10%	92.80%	88.80%	95.40%
Year 4	92.20%	92.10%	92.50%	88.60%	90.80%
Year 5	92.90%	93.50%	92.30%	84.30%	93.00%
Year 6	91.50%	91.70%	91.40%	91.60%	—
Year 7	92.40%	92.00%	92.80%	93.00%	—
Year 8	91.20%	91.70%	90.80%	—	57.00%
Year 9	90.70%	91.00%	90.30%	—	94.20%
Year 10	90.60%	90.70%	90.60%	91.80%	91.20%
Year 11	91.40%	89.60%	92.40%	—	—
Year 12	91.80%	91.20%	92.10%	—	—

Management of Student Non-Attendance

Absentee Notes from Parents

Parents are asked to:

- Notify the College of reasons for any absence via a push notification on the WAC App or the Edumate Parent Portal. After seven days, unexplained absences are permanently recorded as unexplained.
- Parents/carers will be sent a push notification via the WAC App at approximately 9.15 am to indicate that a student has been recorded as being absent from the College.
- Attendance information on Edumate is updated on receipt of written notification via the WAC App or Parent Portal via Edumate from a parent/carer and a copy of this information is stored. The push notification response to an absence notification from parents/carers is acceptable as a means of notifying the College of a student's absence.
- Ensure the reason given for absence/lateness/early leaving must be genuine and the leave unavoidable: illness, medical appointment, pre-approved commitment or unexpected emergency.

Late Arrivals

Students arriving late need to present to Student Reception before heading to class. Students will be signed in; their diary stamped and will proceed to class. If a student has permission to drive to the College, their absence will remain as an unexplained absence until the Parent/Carer verifies it.

Students who are frequently late to Roll Call will be referred to the Leaders of Care and Culture for further follow up.

Early Leavers

Students leaving early need to present to Student Reception. For students in Years T-6, Parents/Carers are required to obtain an early sign-out slip from Student Reception prior to collecting their child/ren from the classroom. Students in Years 7-12 are required to have a signed note in their College diary by a Parent/Carer. This includes students with permission to drive.



Theme 5 — *College Policies*

The following policies are publicly available on the College's website:

<https://www.wac.nsw.edu.au/about/policies/>

- Enrolment Policy
- Child Safe Policy
- Anti-Bullying Policy
- Discipline Policy
- External Complaint Handling and Grievance Policy





Theme 6 – *Stakeholder Satisfaction*

Staff and Student Satisfaction

Senior Mentoring Structure

Year 12 completed surveys relating to the formation of new mentoring structures with staff. This was valuable to assist in the development of groups to deliver the next program to be launched in 2026.

Wellbeing Assessments

All students in Years 7-12 completed a Wellbeing Assessment Survey. This provided value in terms of an opportunity for students to reflect on their individual wellbeing in key areas as well as helpful information for staff to be aware of and discuss in follow-up conversations.

Thematic Goal Progress

All students in Years 7-12 provided student feedback through a survey relating to the College's thematic goal, which in 2025 had a Learning focus. This provided data that was useful in assessing progress in the key metrics and provided an understanding related to how students viewed the different areas progressing.

Senior Study Evenings

Students in Year 11 and 12 were surveyed regarding an initiative known as Senior Study Evening. This feedback helped the College cater to students needs and guide plans to expand the program to include two afternoon/evenings per week to build study culture.

Managing Wellbeing Seminar

As part of their subject selection process, Year 10 students completed a survey during a 'Managing Wellbeing Seminar'. This session had a focus on encouraging students to reflect on aspects of their wellbeing and rank them according to where they felt they were tracking.

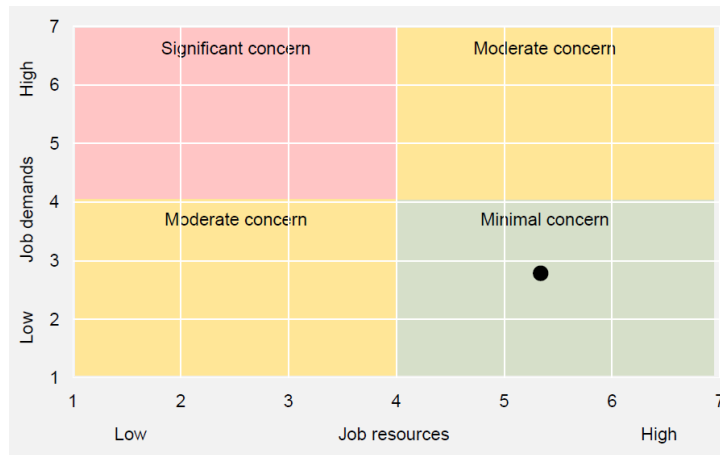
Students also highlighted areas where they wanted to increase their knowledge or learn better self-management strategies. The top-ranked areas of need were Managing Anxiety, Study Skills and Time Management. This feedback was helpful for the Care and Culture team and the Educational Psychologist when preparing proactive seminars to support student wellbeing during this important transition period between Year 10 and Year 11.

Staff Surveys

Staff completed surveys relating to feedback on WHS areas such as the Bushfire Drill. Staff also completed surveys relating to Professional Development and Staffing to aid planning in these areas.

Staff Wellbeing

Wollondilly Anglican College staff experience mostly positive well-being. Survey results indicate that staff feel well-supported and are able to manage the demands of their roles. The College is working on supporting staff workload and supporting staff in emotionally demanding roles. The College is also working on improving communication regarding change consultation.



Parent Surveys

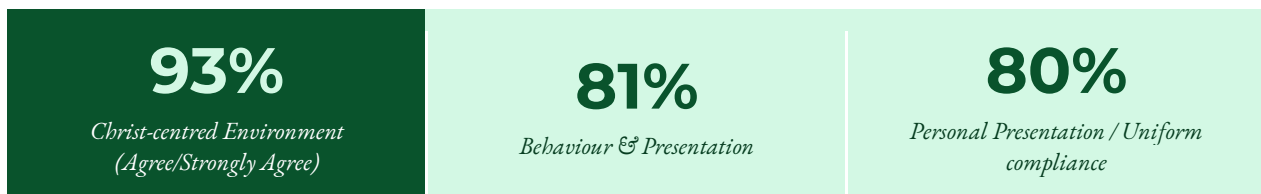
In preparation for the development of the Wollondilly Anglican College 2026–2028 Strategic Plan, a comprehensive survey was distributed to parents and carers to evaluate community sentiment, satisfaction, and future expectations. Responses were structured across four core pillars foundational to the College's mission: Learning, Care, and Culture.

The data indicates an exceptionally strong alignment between the College's operational execution and parent expectations, particularly regarding the Christian environment and community safety.

Key Findings by Strategic Pillar

1. Culture — The Leading Pillar

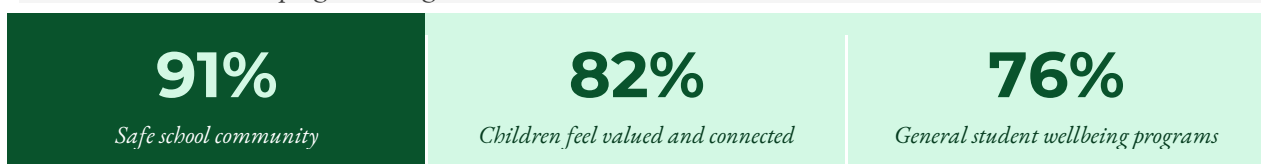
The College's community culture remains its single strongest asset, driven heavily by its foundational values.



Strategic Recommendation: Maintain current cultural guardrails. Use this strong alignment as a baseline when onboarding new families during future expansion phases to prevent cultural dilution.

2. Care — Safety and Connection

Parents expressed a deep trust in the physical and emotional safety provided by the Campus, though minor gaps exist in broader holistic programming.



Strategic Recommendation: While physical safety is firmly established, the 2026–2028 plan should prioritise the expansion, visibility, and structured communication of mental health, pastoral care, and co-curricular pathways.

3. Learning — Academic Rigour and Frameworks

Academic satisfaction is high, but responses suggest a need for deeper parental education regarding specific teaching methodologies.

88%

Confidence in overall teaching quality

84%

Believe child is experiencing positive growth

79%

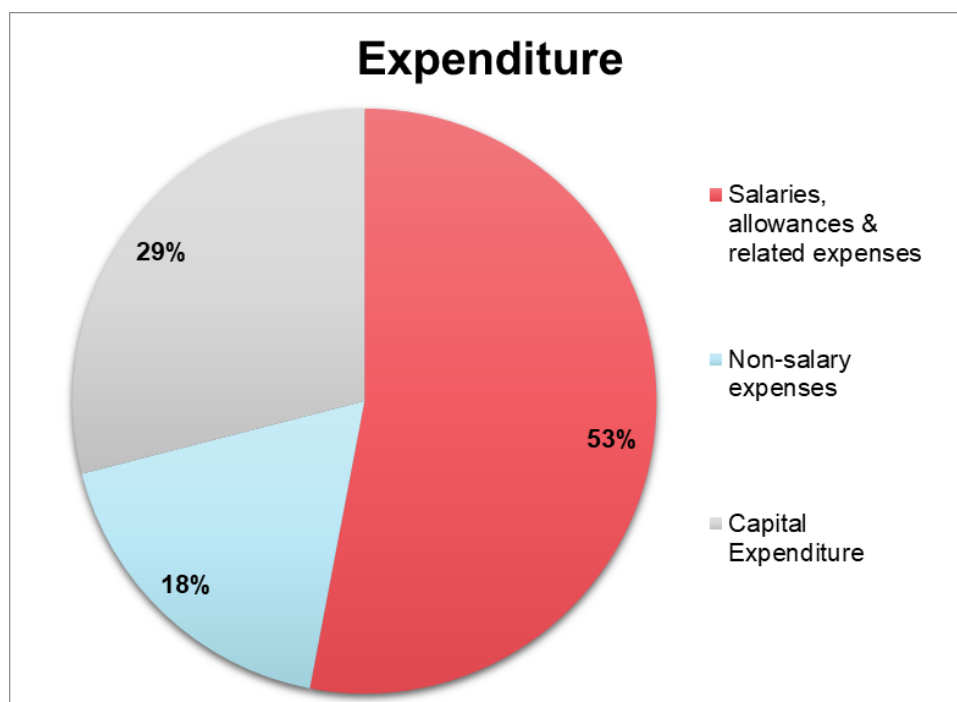
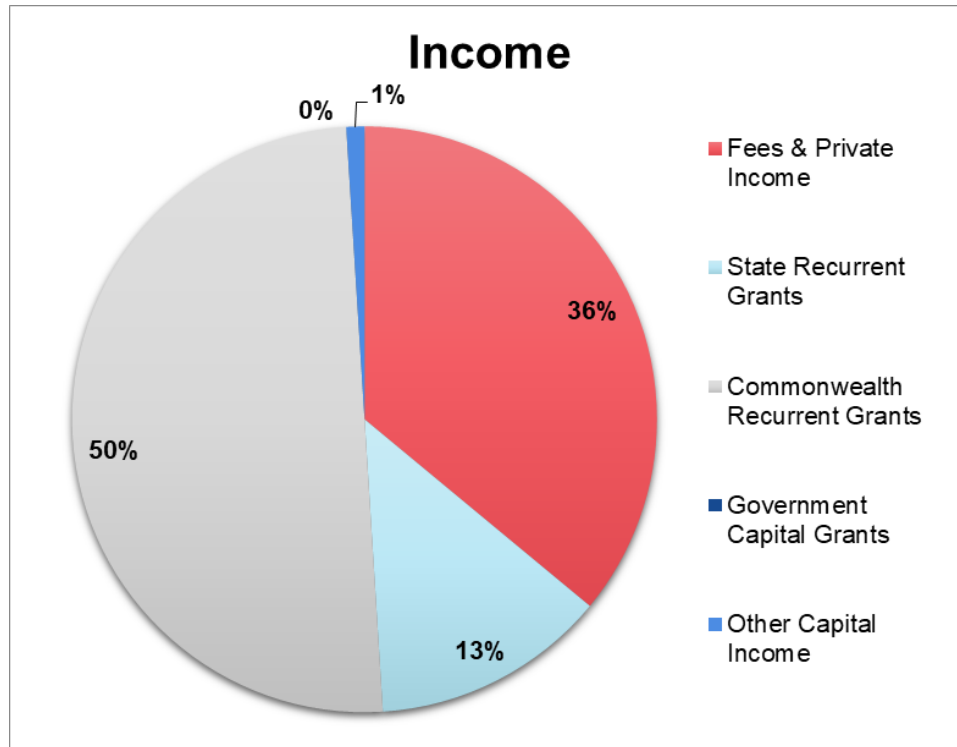
Understanding of Explicit Instruction approach

Strategic Recommendation: Bridge the gap between classroom practice and home understanding.



Theme 7 – Summary of Financial Information

Consistent operation between 2025 and 2024. Increased capital expenditure as a result of the Second Entrance Project.





Excellence In Learning, Care & Culture