

2025

ANNUAL SCHOOL REPORT



St Joseph's Catholic College

Russell Drysdale Street, EAST GOSFORD 2250

Principal: Mrs Carolina Murdoch

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About this report

St Joseph's Catholic College (the 'College') 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 College 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 College 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 College'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 College directly or by visiting the College's website. Information can also be obtained from the [My School website](#).

Message from key groups in our community

Principal's Message

2025 has been a year of growth, consolidation and forward momentum at St Joseph's Catholic College. In 2025, these our school strategic priorities were very intentionally aligned with the Catholic Schools Broken Bay strategic plan, "Shaping Tomorrow, Together in Faith." This alignment has strengthened our shared commitment to delivering high-quality Catholic education while preparing our students to thrive in a changing world.

A key initiative this year has been the co-construction of classroom routines and expectations. Through a collaborative process, teachers and students worked together to establish consistent, high standards for learning across the college.

Our students continue to demonstrate commendable effort and achievement across academic, cultural and sporting pursuits. NAPLAN results indicate continued growth, particularly in writing, while also informing targeted strategies to strengthen numeracy outcomes.

Our HSC results remain a source of pride, with students achieving strong results across a broad range of courses. These achievements reflect both the dedication of our students and the expertise and commitment of our teaching staff. We are particularly proud of the considerable increase in the number of Band 5 results and of the number of nominations for student's major works in Drama, Industrial Technology and Dance.

There has been a focus on developing a positive behaviour for learning toolkit for St Joseph's teachers with an emphasis on building positive learning relationships between students and teachers and an emphasis on restorative justice. Opportunities for student leadership and voice have been further embedded, ensuring that students play an active role in shaping their school experience through the embedding of our new portfolio student leadership roles.

Our Catholic identity continues to be at the heart of all that we do. Through liturgies, retreats, prayer experiences and social justice initiatives, students are invited to deepen their relationship with God and live out the values of the Gospel. One new initiative in this area was the development of a year 11 retreat experience that provided opportunities for students to engage with organisations that work to support the poor and marginalised in Sydney

A key priority in 2025 has been strengthening our partnership with families. Through Parents in Partnership meetings, we have engaged in meaningful consultation with parents regarding key school initiatives and directions.

2025 has marked an exciting milestone for the college with the commencement of the CBGA building project, including work on new science learning spaces. This development represents a significant investment in the future of St Joseph's, providing contemporary facilities that will enhance teaching and learning.

Parent Body Message

A key element of our strategic work at St Joseph's Catholic College has been the continued strengthening of our partnership with parents. Building on the strong foundations established in 2024, 2025 has seen a sustained and intentional focus on engaging families as active partners in their child's learning, aligned with the Catholic Schools Broken Bay strategic vision, *****"Shaping Tomorrow, Together in Faith."****

There remain a number of valued opportunities for parents to connect with the school, including student learning conferences, subject selection information sessions, and HSC Major Works showcases. These events continue to provide important insight into student learning and celebrate the achievements of our young people.

In 2025, we have further strengthened this partnership through the ongoing development of initiatives designed to create an open invitation for parents to be present and engaged in school life. The ****Parents in Partnership forum**** has become a key structure for consultation, providing meaningful opportunities for the school to share initiatives, gather feedback, and engage in constructive dialogue with families. This has strengthened trust and ensured that parent voice contributes to decision-making processes.

Additional opportunities for parent engagement have included invitations to whole-school gatherings, liturgical celebrations, and academic recognition events, fostering a shared sense of community and pride in the life of the college.

The continued work of the ****Parent Engagement Coordinator**** has been instrumental in improving communication and strengthening connections between home and school. Through this role, we have enhanced the ways in which we communicate with families and created more opportunities for parents to engage with the learning journey of their children.

As we move forward, we remain committed to deepening these partnerships, recognising that strong collaboration between school and home is essential to maximising student learning, wellbeing and success. Together, we continue to build a connected and faith-filled community, shaping the future in partnership.

Student Body Message

The strength of student leadership at St Joseph's Catholic College continues to be a defining feature of our community, where young women are empowered to make a positive impact on our school and the wider community. In 2025, we have seen student voice grow in both

influence and impact, with students actively shaping initiatives that enhance our school culture and sense of belonging.

Student voice has continued to be facilitated through the Student Representative Council, with students contributing to discussions around school practices, initiatives and community building. This has ensured that student perspectives remain central to decision-making processes and has strengthened a shared sense of responsibility for the life of the college.

A highlight of 2025 has been the growth of student-led initiatives, particularly the establishment of the Bridge Project, an anti-racism club created by students to promote inclusion, respect and understanding across our diverse community. This initiative reflects the values of our Josephite tradition and demonstrates the capacity of our students to lead meaningful change.

There has also been an increased emphasis on school spirit and community building, supported by the expansion of student leadership roles and opportunities. These roles have enabled more students to take active leadership in promoting house spirit, organising events, and fostering a strong sense of connection across year groups. As a result, there has been a noticeable growth in student engagement and pride in our college community.

Student leadership continues to be enriched through participation in programs such as Max Potential, where students develop leadership and project management skills by responding to needs within their community. In addition, involvement in Youth Ministry and Social Justice programs has provided students with opportunities to grow as faith-filled leaders committed to service and justice.

A continued focus in 2025 has been the strengthening of peer support programs, which play a vital role in building relationships and supporting student wellbeing. These programs have empowered students to mentor and support one another, contributing to a safe, inclusive and connected school environment where all students feel known and valued.

Our commitment to providing diverse and meaningful leadership opportunities has ensured that more students can develop their confidence, voice and capacity to lead. This, combined with a strong culture of support and belonging, has further enhanced the overall student experience at St Joseph's.

The safeguarding of all students remains a priority, with ongoing work to ensure that processes and practices continue to support a safe and supportive environment for every member of our community.

School Features

St Joseph's Catholic College East Gosford is a Catholic systemic girls' school, under the governance of Catholic Schools Broken Bay.

St Joseph's Catholic College educates young women from Year 7 to Year 12 and draws students from the local parishes of Gosford, Kincumber, Terrigal, Woy Woy and Wyoming. Students are educated in the Josephite tradition that empowers young women to act justly and to lead lives as disciples of Jesus. The Sisters of St Joseph opened their first school, a Primary school, called Our Lady of the Rosary School in the church located in Donnison Street Gosford in 1910. After a number of locations and name changes, St Joseph's Catholic College became the official name of the School in 1999.

Central to our faith in Jesus Christ are our core values of hope, justice, respect and compassion, emanating from our Catholic Worldview. These values connect all we do. The College motto, 'Act Justly', calls for the engagement of all community members (students, staff, parents) in the Josephite tradition of fair and just treatment of all people and of the mission of all to respond generously to the love of God for humankind.

The college seeks to provide a safe and caring environment for all its members. Where young women are supported and challenged to achieve their best. It is within this supportive environment that each student is called to live out the school values. This pastoral approach is a key part of planning for students' learning growth and the development of contemporary MacKillop women empowered to lead within the wider community.

A Joey's education empowers young women who are shaped by their relationship with Jesus Christ within the Catholic tradition and inspired by St Mary of the Cross MacKillop to make a difference in the world. Our College is committed to providing students with opportunities to achieve learning improvement so that they can contribute to making a better world for all.

Student Profile

Student Enrolment

Students attending the College 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
802	0	93	802

* 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 College in 2025 was 85.94%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group					
Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
88.63	87.44	85.27	84.16	82.75	86.56

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 College, 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 College's expectations with regard to student attendance and the consequences of not meeting these expectations
- recognises and rewards excellent and improved student attendance.

College 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 College in collaboration with parents, provides resources to contribute to the student's continuum of learning where possible. CSBB monitors each College's compliance with student attendance and management of non-attendance as part of the system's Quality Assurance and Compliance processes. The College's attendance monitoring procedures are based on the Procedures for the Management of Student Attendance in Catholic Schools Broken Bay.

Senior Secondary Outcomes

The table below sets out the percentages of students undertaking vocational training in their senior years as well as those attaining the award of Higher School Certificate (or equivalent vocational education and training qualifications).

Senior secondary outcomes 2025	
% of students undertaking vocational training or training in a trade during the senior years of schooling	17.45 %
% of students attaining the award of Higher School Certificate or equivalent vocational education and training qualification	100 %

Post School Destinations

Each year the College collects destination data relating to the Year 12 student cohort.

The majority of our students move to tertiary study in range of institutions including universities, TAFE and private colleges. Many students received early entry offers to university. Some students choose to work and travel directly after school and later resume their education at tertiary level.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2025:

Total number of staff	100
Number of full time teaching staff	58
Number of part time teaching staff	20
Number of non-teaching staff	22

Total number of teaching staff by NESA category

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

Teachers at this College 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	1
Provisional Teachers	1
Proficient Teachers	76

Catholic Identity and Mission

As a Catholic community, the College 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 College 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 College'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.

In 2025 a key focus area for the College was the strengthening of the relationship between the school and our parish, St Patrick's, Gosford. A number of strategies have been applied to achieve this:

- regular meetings between college leadership and the Parish Priest
- continuation of sacramental program
- Weekly Youth Ministry meetings with the Parish Youth Minister
- Year group masses at the parish church at least once a semester.

In addition to these, the Youth Ministry Coordinator provides opportunities for students to engage with faith formation through events such as Ignite, Venio and the CSYMI Equipping School as well participating in Social Justice initiatives such as the Vinnies Winter Sleep Out, as well the Vinnies Night Van in Woy Woy and Coast Shelter.

St Joseph's also provides students opportunities to engage with rich immersions experiences including Life out West immersion to Parkes/ Trundle. These experiences are transformative in allowing students to develop their understanding of the Catholic concept of subsidiarity and their own responsibility to make a better world for all.

Curriculum, Learning and Teaching

Secondary Curriculum

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

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The approach to teaching and learning taken by teachers at St Joseph's during 2025 was to:

- focus on the implementation of strategies to improve learning outcomes across all subject areas, namely: creating and building a culture of high expectations for engagement, effort and achievement in learning.
- use an awards system to increase student motivation by acknowledging academic achievement and application each semester in all year groups
- strengthen the use of technology as a learning tool by transitioning to a single learning management system (Canvas)
- utilise a range of data, including Year 7-9 Progressive Achievement Test (PAT) scores in Mathematics and Reading and NAPLAN to support high impact teaching and learning strategies to achieve learning growth. Including targeted staff training in the use of the NESA Results Analysis Package (RAP) and teacher/class specific DeCourcy data to analyse HSC results.

In 2025 the college adopted the following initiatives to improve teaching and learning:

- A revised subject selection process was established to conduct interviews with parents/carers and their daughters relating to Year 11 2025 senior study at St Joseph's. The aim was to involve parents and work in collaboration with them to enable students to choose the optimum pattern of study to enable success.
- commitment to diocesan-wide response to the needs of Curriculum reform in NSW

- Partnership with St Edward's College to expand the subject offerings to students at St Joseph's including year 11 Physics and Drama.

Supporting students who wished to study language courses not offered at St Joseph's through NSW School of Languages.

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 Joseph's Catholic College for 2025 is reported in the table below.

NAPLAN RESULTS 2025		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 7	Grammar and Punctuation	80%	62%
	Reading	74%	69%
	Writing	87%	64%
	Spelling	91%	72%
	Numeracy	72%	69%

NAPLAN RESULTS 2025		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 9	Grammar and Punctuation	87%	56%
	Reading	75%	65%
	Writing	82%	61%
	Spelling	75%	72%
	Numeracy	87%	66%

Higher School Certificate (HSC) Diocese

The results of the College's Higher School Certificate (HSC) candidature are reported for particular subjects. The table provided shows the percentage of students who achieved in the top two bands and shows comparison with results from previous years.

NB: A number of new syllabuses were implemented in recent years which means there was a change in either subject name and/or course number. For this reason, results from previous years may appear as 0%. Some courses no longer run and therefore will show as 0%.

St Joseph's HSC results in 2025 were strong and demonstrated the high level of application amongst our students and the high-quality teaching provided at the College. There was a considerable increase in the number of students achieving Band 5 marks (above 80) and a decrease in the number of students achieving Band 3 and 4, with 80% of results in the top three bands. Students achieved 39 places on the Distinguished Achievers List and 15 students' major works were nominated for showcases of high quality HSC work. St Joseph's students also achieved above the state average in 24 of the HSC courses undertaken by students.

Higher School Certificate	Percentage of students in the top 2 bands (Bands 5 and 6)					
	2023		2024		2025	
	School	State	School	State	School	State
Drama	36 %	60 %	75 %	62 %	73 %	58 %
English Advanced	44 %	67 %	49 %	68 %	79 %	65 %
Investigating Science	-	34 %	60 %	36 %	71 %	39 %
Mathematics Advanced	14 %	50 %	20 %	50 %	19 %	51 %
Society and Culture	43 %	45 %	60 %	45 %	88 %	47 %
Studies of Religion II	50 %	46 %	20 %	47 %	54 %	49 %

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The College'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 College'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 College'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 College 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

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 College from parents, students and teachers.

Parent satisfaction

During 2025, parents were again provided with a range of opportunities to offer feedback and evaluate programs and activities. These opportunities included the continuation of termly Parents in Partnership meetings, parent-teacher interviews and informal feedback channels.

Parent feedback in 2025 reaffirmed many of the strengths identified in 2024. Families continue to highlight the college's inclusive environment and strong sense of community, where students feel a genuine sense of belonging.

Opportunities for student leadership continue to be highly valued, alongside the strong partnership with St Edward's, which enhances learning and community connections. Parents also expressed ongoing satisfaction with the breadth of senior study options.

In 2025, there has been positive feedback regarding improvements in communication.

While overall satisfaction remains high, parents have continued to identify opportunities for further growth. The college remains dedicated to fostering a culture of openness, partnership, and continuous improvement. Parent feedback continues to play a vital role in shaping future directions and ensuring the college meets the needs of its community.

Student satisfaction

During 2025, students were provided with a range of opportunities to give feedback on programs and activities, including Student Representative Council meetings, surveys and forums. The college values student voice and uses this feedback to inform improvement.

Students reaffirmed key strengths identified in 2024, including the inclusive school environment, strong sense of community and belonging, and the quality of pastoral care. Positive relationships with staff and support for student wellbeing were again highlighted. Opportunities for student leadership and the partnership with St Edward's continue to be valued.

In response to previous feedback, the college has promoted greater care for the school environment and strengthened community connection through whole-school events.

Students acknowledged the positive impact of activities such as Harmony Day and R U OK? Day.

Students identified ongoing opportunities to build pride in the college environment and further strengthen student involvement. Overall, student satisfaction remains strong, reflecting a positive and supportive school culture.

Teacher satisfaction

During 2025, staff were provided with a range of opportunities to give feedback and evaluate programs and activities across the college. This feedback continues to inform school improvement and strengthen professional practice.

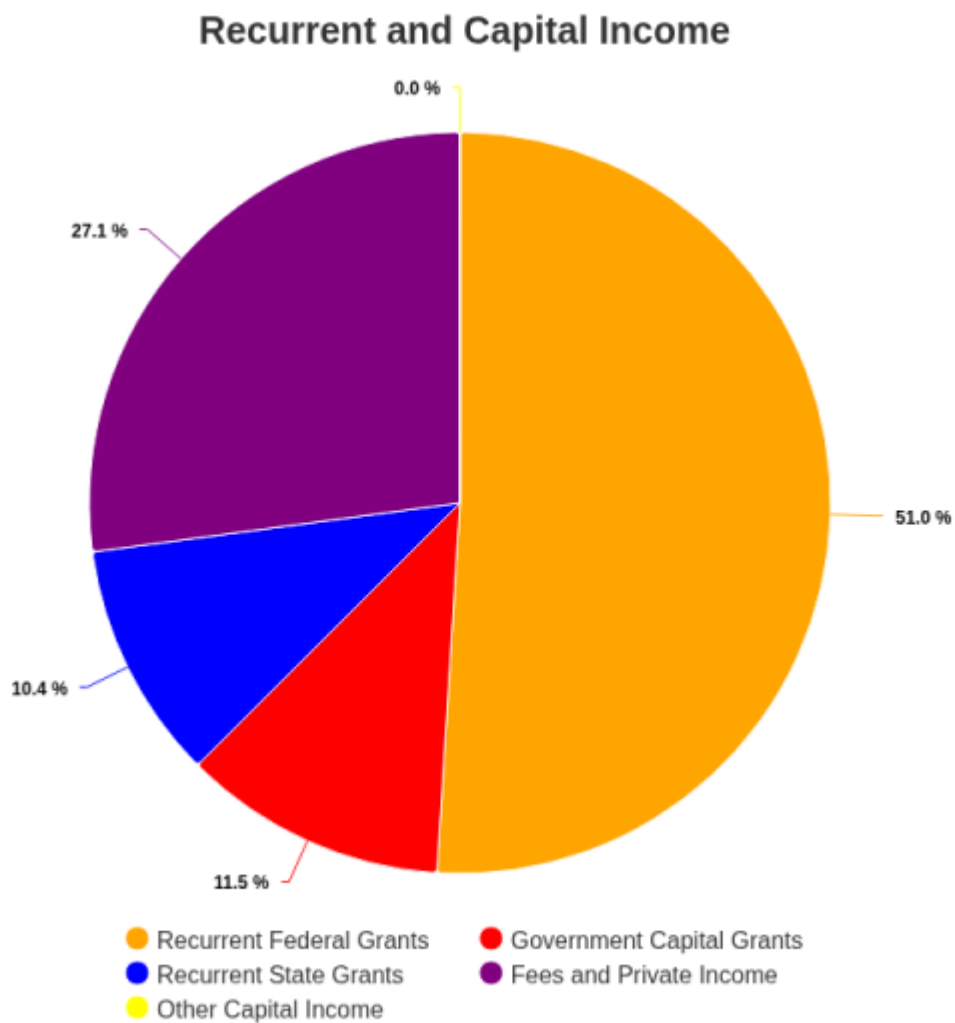
Staff reaffirmed key strengths identified in 2024, including the inclusive school environment, strong sense of community and belonging, and the positive culture of support, collaboration and collegiality among staff. The quality of pastoral care provided to students also remains a valued and defining feature of the college.

In response to 2024 feedback, the college has worked towards improving consistency in the application of processes and procedures, with staff acknowledging progress in this area. Ongoing support has also been provided to assist teachers in implementing Curriculum Reform, including targeted professional learning and collaborative planning opportunities.

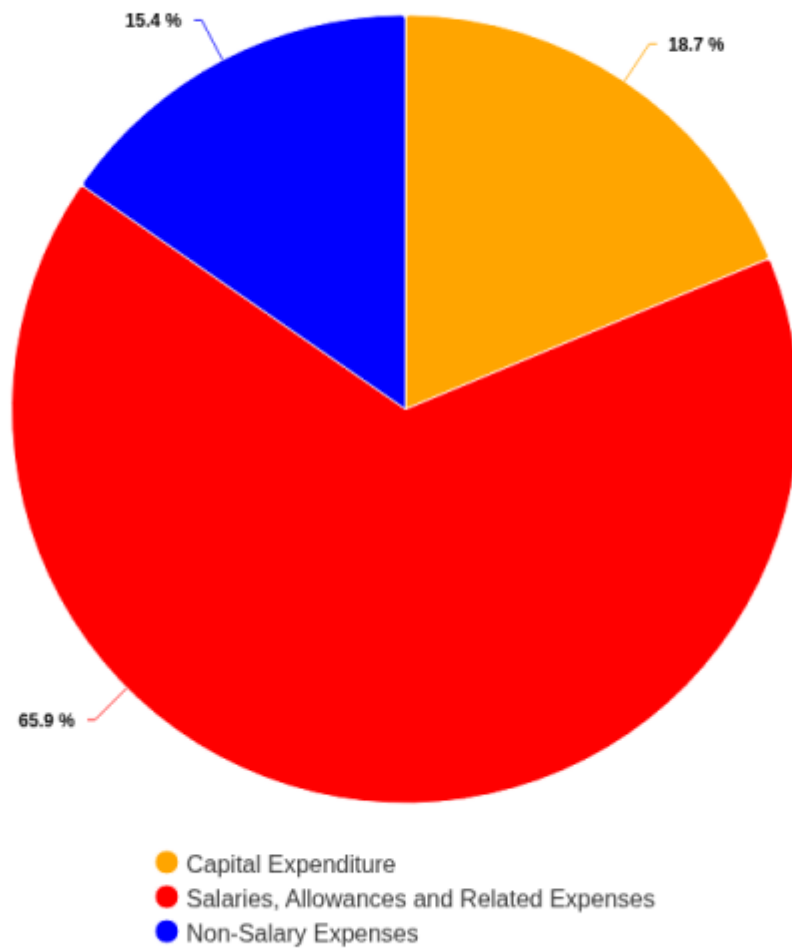
Staff identified continued opportunities to further strengthen consistency and build confidence in delivering new curriculum requirements. Overall, teacher satisfaction remains strong, reflecting a supportive and collaborative professional environment.

Financial Statement

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



Recurrent and Capital Expenditure



END OF 2025 REPORT