



ANNUAL SCHOOL REPORT **2025**

sydcatholicsschools.nsw.edu.au



Good Samaritan Catholic College

401 Hoxton Park rd, HINCHINBROOK 2168

Principal: Mr Pablo Grana

Web: <http://goodsamaritan.nsw.edu.au>

About this report

"Good Samaritan Catholic College (the 'College') is registered by the NSW Education Standards Authority (NESA), and managed by Sydney Catholic Schools Ltd (SCS) as trustee for the Sydney Catholic Schools Trust, 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 to the Community provides parents, carers and the wider College community with fair, reliable and objective information about College performance measures and policies, as determined by the Minister for Education. The Report also outlines information about initiatives and developments of major interest and importance during the year and the achievements arising from the implementation of the School's Annual Improvement Plan.

The Report demonstrates accountability to regulatory bodies, the College community and SCS. This Report has been approved by SCS who monitors that the College has appropriate processes in place to ensure compliance with all NSW Education Standards Authority requirements for Registration and Accreditation.

This Report complements and is supplementary to College newsletters and other regular communications. Further information about the College may be obtained by contacting the College or by visiting the College's website.

Message from key groups in our community

Principal's Message

In my second year as Principal of Good Samaritan Catholic College, I continue to feel deeply grateful for the warm welcome and strong support shown by our students, staff, and parents/carers. Together, we have worked to strengthen our community and build upon the foundations of our College's mission.

This year, the College leadership team and staff continued to deliver our Strategic Improvement Plan (SIP), which outlines three long-term priorities for the remaining two years: strengthening our Christ-centred Catholic vision and mission, improving the learning achievement and growth of all students, and enhancing the wellbeing of every student.

Our 2025 Annual Improvement Plan focused on three key areas: Enhancing the faith formation program, in partnership with the parish, staff, students and families, developing an evidence-based, consistent and collaborative approach to classroom practice and ensuring our College is a safe, supportive, positive learning community, where students and staff have a strong sense of belonging and purpose.

I am also proud to acknowledge the outstanding academic achievements of our students. In the 2025 HSC examinations, with 55% of students achieved an ATAR of 70 or above. We also saw continued strong growth in NAPLAN results for Years 7 and 9, reflecting our commitment to high expectations for every student to ensure they achieve their personal best.

Parent Body Message

As parents, we have greatly appreciated the many opportunities in 2025 to engage more closely with the life of Good Samaritan Catholic College. One of the highlights has been the continued live streaming of key College events, made possible by the outstanding work of the student Media Team. This initiative has allowed parents and members of the wider community to stay connected with important moments in the College calendar, even when we are unable to attend in person.

Throughout the year, families were able to participate in events such as the Opening School Mass and Commissioning of Student Leaders, HSC High Achievers' Assembly, College Assemblies, Year 7 Orientation Evenings, Year 11 and 12 Information Evenings, Holy Week Prayer Service, Mothers' and Fathers' Day Masses, NAIDOC Assembly, Good Samaritan Day Mass, Parent-Teacher-Student Interviews, Subject Selection Evenings, HSC Showcase performances, the Year 12 Graduation Mass and Formal, and the College Awards Evenings.

Parents are also grateful for the continuation of the Good Samaritan Catholic College Parent Advisory Group (GSCC PAG) that was established in 2024. This group provides a valuable opportunity for parents to learn more about the strategic direction of the College while also sharing feedback and ideas to help strengthen our school community.

Student Body Message

When we arrived at Good Samaritan Catholic College in 2020 as Year 7 students, everything was new. Through our House system, College events, and the support of our teachers, we quickly learned what it meant to belong to the GSCC community. Over the past six years, these experiences have helped shape who we are today.

During our time at GSCC, we have been encouraged to grow into Outstanding Good Samaritan people and Outstanding Good Samaritan students, supported every step of the way by our teachers, support staff, and our families.

As our HSC journey comes to an end, we have focused on achieving our personal best and contributing to the GSCC HSC Bucket. We are incredibly proud of what our year group has achieved, particularly our strong HSC and ATAR results.

Over the past six years, we have become more than just a cohort—we have become a family. As we now leave GSCC and begin our own journeys, we carry with us an important lesson: the parable of the Good Samaritan is not just a story, but a way of living—always noticing others and asking, “How can I help you?”

School Features

Good Samaritan Catholic College provides a quality Catholic Education by developing outstanding Good Samaritan People and Students. We do this within a learning culture that focuses on personal best for all students in an environment of high expectations with high support. Our staff believe in three principles for student learning: Student at the Centre; Know your Student and Know your Impact.

The school's motto 'Journeying with Compassion', derived directly from the parable of the Good Samaritan, provides the underlying ethos of its mission statement. The College encourages students to grow as individuals by 'Encountering God', 'Promoting Educational Excellence', 'Nurturing Individual Growth' and 'Being a Samaritan'.

Good Samaritan Catholic College is committed to the mission and vision of Sydney Catholic schools through our extensive faith, evangelisation and social justice initiatives that have Jesus and the Gospels at the centre of everything that we do.

The College is committed to providing a comprehensive education that addresses each student's learning and offers a diverse range of curricula. These include the Newman Gifted Education Program, which challenges students through extension opportunities across multiple subjects across Years 7 to 10. The College also offers an extensive range of specialist vocational training courses at the St Joseph Trade Skills Centre, proudly part of Good Samaritan Catholic College. The St Joseph Trade Skills Centre also offers its vocational curriculum to local partner SCS Colleges and is a central hub of vocational learning for Year 11 and 12 students across the South West, Aerotropolis and Horsley Networks.

The co-curricular life of our College offers opportunities for students to participate in Encounter Youth Group, performing arts (music, art, dance, drama), Media Team, debating, public speaking, STEM, Garden Club and extensive internal and external sporting opportunities that support students to compete at state and national level.

A welcoming environment and effective communication processes ensure that parents work in partnership with the College in the education of their sons and daughters. The result is a diverse, dynamic, strong and confident community that is called to develop the gifts of love, justice, mercy and compassion through a quality Catholic education for young people. The college encourages a culture of student leadership across Years 7 to 12.

Student Profile

Student Enrolment

The College caters for students in Years 7 – 12. Students attending this College come from a variety of backgrounds and nationalities. The following information describes the student profile for 2025:

Girls	Boys	LBOTE*	Total Students
648	649	1164	1297

* Language Background Other than English

Enrolment Policy

Sydney Catholic Schools has established and monitors the implementation of the [Enrolment Policy](#). The policy has been developed in the context of government and system requirements. Children from families who are prepared to support the ethos and values of the Catholic Church may be considered eligible for enrolment. Total fees are made up of the Archdiocesan tuition fee, the school building levy and local fees and charges. A pastoral approach is adopted for parents and carers experiencing genuine difficulty with the payment of fees. Information about enrolling in a systemic school in the Archdiocese of Sydney may be accessed at the [Sydney Catholic Schools website](#).

Student Attendance Rates

The average student attendance rate for 2025 was 89.85%. 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
92.28	89.30	89.13	87.48	90.63	90.28

Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their potential. The College, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, College staff, as part of their duty of care, monitor part or whole day absences.

College staff, under the Principal's leadership, support the regular attendance of students by:

- Providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the College community
- maintaining accurate records of student attendance
- recognising and rewarding excellent and improved student attendance
- implementing programs and practices to address attendance issues when they arise

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- Parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance
- all cases of unsatisfactory attendance and part or full day absences from College are investigated promptly and that appropriate intervention strategies are implemented
- documented plans are developed to address the needs of students whose attendance is identified as being of concern
- the designated Sydney Catholic Schools officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom College strategies have failed to restore regular attendance.

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	36 %
% of students attaining the award of Higher School Certificate or equivalent vocational education and training qualification	99.45 %

Post School Destinations

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

Students post school destinations of the 2025 HSC cohort include:

- University
- TAFE
- Private Colleges or Tertiary Institutions
- Traineeships/Apprenticeships

- Full-Time Employment

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2025:

Total number of staff	167
Number of full time teaching staff	81
Number of part time teaching staff	34
Number of non-teaching staff	52

Total number of teaching staff by NESA category

Teachers at this College are either accredited as conditional, provisional or proficient as defined by the *Teacher Accreditation Act 2004* (NSW). Accreditation at the levels of Highly Accomplished and Lead teacher is voluntary. The number of teachers within the College at these levels is as follows:

Conditional Teachers	19
Provisional Teachers	4
Proficient Teachers	99

*There may be minor variations in the data between the tables for this report due to differences in reporting times and cut-off dates.

Catholic Identity and Mission

Catholic Schools have a unique role in the evangelising and educating mission of the Church. Sydney Catholic Schools' (SCS) mission is 'to know and love Christ through learning' and our vision is to nurture 'thriving Catholic communities through excellent teaching and learning' giving effect to the *Archbishop's Charter for Catholic Schools in the Archdiocese of Sydney*. The College engages in processes to reflect on and revitalise its mission and strengthen the religious life of members of the College community.

The College follows the Archdiocesan Religious Education (RE) Curriculum and uses the student textbooks "To Know, Worship and Love", as authorised by the Archbishop of Sydney.

Further information about the Archdiocesan Religious Education Curriculum and the RE Tests may be accessed at the [RE Online - Sydney Catholic Schools website](#).

Students in Years 6, 8 and 10 in Catholic schools in the Archdiocese of Sydney undertake the Archdiocesan Religious Education (RE) Test annually. The test consists of fifty multiple-choice questions. Results of the test are analysed by teachers and are used to inform teaching and learning in Religious Education.

Good Samaritan Catholic College is a diverse, dynamic community confident in the call to express our College values of Mercy, Compassion, Love, Justice, Nurture and Service, through the education of young people. We embrace an educational partnership with home and parish that strives to foster compassionate action among our students throughout their life journeys. As a Catholic College, we respond to Christ's challenge to 'become neighbour' and move beyond oneself, as modelled in the parable of the Good Samaritan. We do this by:

Encountering God:

We guide our students to discover the One True Living God through scripture, prayer, liturgy, tradition, and parish communities by expanding the Good Samaritan parable so that students encounter the real person of Christ.

Promoting Educational Excellence:

We empower students to reach their potential and become lifelong learners by developing independent and creative thinking in a contemporary context.

Nurturing Individual Growth:

We acknowledge the individuality and dignity of all members of our community and value their gifts. We want all to embrace their uniqueness in God's creation, to grow into the fullest person possible, and, with confidence, to become a light to the world.

Being the Samaritan:

Within students and all members of our community, we stir within students and all members of our community a choice to see the face of Christ in all people and to be a Samaritan, by leading lives built upon our College values of Mercy, Compassion, Love, Justice, Nurture and Service.

Our College offers a wide range of evangelising and social justice opportunities led by the GSCC Encounter Youth Group. In 2025, this group of staff and students was responsible for events such as the St Vincent de Paul Winter Sleepout and other fundraising events for Catholic-based charities, including those linked to our six College houses.

Our College also provided new opportunities to students in experiencing the celebration of the Mass by including a weekly Wednesday morning Mass for two classes to attend at Good Shepherd Parish, Hoxton Park. Whole-school Mass opportunities included Mother's Day and Father's Day Masses for parents/carers and students. Parents/Carers and families are invited to all whole school College Masses.

We have continued to see a large increase in the number of students who voluntarily attend Friday lunchtime Mass. As a result, opportunities and engagement in Faith and Social Justice have increased significantly this year at our College.

Curriculum, Learning and Teaching

Secondary Curriculum

The Secondary Curriculum follows the NSW Education Standards Authority (NESA) syllabus for each course offered as required for Registration and Accreditation under the Education Act 1990 (NSW) and implements the curriculum requirements of Sydney Catholic Schools.

Religious Education is also a mandated curriculum area for all Sydney Catholic Schools. The curriculum provides a foundation for teachers, school leaders and system leaders as they aspire to enable learning which engages and empowers students to become lifelong learners, who contribute to society, and the wider world, as active and discerning citizens.

Vocational Education and Training (VET) opportunities may be accessed by all students at College. Students may participate in VET delivered at school, or through one of the Training Centres, or an external provider (EVET), or via a school-based apprenticeship or traineeship (SBAT). VET courses provide an opportunity for students to gain a nationally recognised credential, as well as the RoSA or HSC.

The College offers all NESA mandated courses. Stage 5 electives include Commerce, Drama, Food Technology, Graphics Technology, Industrial Technology (Timber), Computer Technology, Design & Technology, Italian, Music, Photographic and Digital Media, Physical Activity and Sport Studies, Textiles Technology, Visual Arts and Visual Design. The College also offers an extensive range of Higher School Certificate (HSC) courses which incorporate board-developed courses, board-endorsed courses and vocational education courses. The number of students in each of these courses varies according to resources and interest. The school offers HSC extension courses in English, History, and Mathematics. The College also incorporates the St Joseph TSC that offers students in the South - West Network of schools a number of curriculum frameworks, including:

- Automotive
- Beauty
- Early Child Studies
- Electrotechnology
- Events
- Hairdressing
- Human Services
- Hospitality
- Fitness

In 2025, the implementation of the curriculum reform in various Key Learning Areas continued. The Curriculum Reform aims to provide students with a strong foundation of knowledge, skills, and values to become lifelong learners.

Particular features of the school's curriculum include:

- a whole-school emphasis on the explicit teaching of numeracy and literacy, the use of data to inform teaching and learning via the College tracking database
- a whole-school emphasis on curriculum differentiation to support the individual needs of all students
- the Newman Program for gifted and highly capable students
- an extensive range of vocational education courses offered through St Joseph TSC
- learning support programs
- the continued development of a Specialist Support Class for students with moderate intellectual and complex disabilities in Stages 4, 5 and 6
- targeted intervention to support students below the national benchmark in literacy
- transition programs from primary to high school and school to work
- identification and implementation of programs to address the learning needs of students who have English as an Additional Language or Dialect.

Beyond the classroom, students were involved in a broad range of co-curricular activities and initiatives, including internal sport, and sports associated with SCS Sport and the Combined Catholic Colleges' competitions. Students were able to utilise their talents in the area of drama and music through livestreamed or online recorded performances at Assemblies and Performing Arts Showcase Evenings. The College was also involved in debating and public speaking. Students were supported in their study through after-school Homework Help and through a Senior Evening Study Program.

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.

From 2023, 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 Good Samaritan 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	72%	62%
	Reading	76%	69%
	Writing	73%	64%
	Spelling	82%	72%
	Numeracy	78%	69%

NAPLAN RESULTS 2025		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 9	Grammar and Punctuation	53%	56%
	Reading	58%	65%
	Writing	62%	61%
	Spelling	73%	72%
	Numeracy	63%	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.

The 2025 HSC results were strong, with the extended efforts of students and staff culminating in another year of substantial comparative learning gains and a total of 323 band 5s and 6s.

The Good Samaritan cohort of 2025 had an overall HSC growth rank of sixth across all SCS schools.

A focus on 'Knowing your Learner' has improved learning outcomes for our HSC students, with a targeted focus on literacy skills across the whole school. The 2025 cohort had 15 students achieving an ATAR of 90 or more, and 55% of students achieved an ATAR of 70 or more.

The highest ATAR achieved was 97.65, and one student placed 7th in the State for the HSC Business Services VET Examination.

Higher School Certificate	<i>Percentage of students in the top 2 bands (Bands 5 and 6)</i>					
	2023		2024		2025	
	School	State	School	State	School	State
Business Services Exam	41 %	27 %	67 %	29 %	67 %	11 %
Dance	-	-	-	-	100 %	31 %
Design and Technology	-	-	30 %	48 %	67 %	20 %
Electrotechnology Exam	67 %	16 %	20 %	21 %	67 %	8 %
English (Advanced)	76 %	67 %	83 %	68 %	68 %	28 %
Legal Studies	34 %	43 %	79 %	44 %	62 %	18 %
Mathematics Extension 1	71 %	72 %	83 %	80 %	100 %	77 %
Studies of Religion II	58 %	46 %	70 %	47 %	44 %	20 %
Tourism Travel Events Exm	57 %	30 %	-	-	100 %	12 %
Visual Arts	75 %	66 %	76 %	67 %	50 %	27 %

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The College pastoral care and student wellbeing processes are informed by the [SCS Student Wellbeing Policy](#). This policy is underpinned by the guiding principles from The Australian Student Wellbeing Framework (ASWF) that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a foundation for effective learning in all Catholic school settings.

The ASWF is based on evidence that demonstrates the strong association between safety, wellbeing and learning. The framework recognises five elements that are key to supporting the whole school community to build and maintain safe, positive relationships and wellbeing: leadership, inclusion, student voice, partnerships and support.

The ASWF is complemented by the Be You Framework, a national initiative for educators, aimed at promoting and protecting positive mental health in children and young people. The integration of both frameworks supports SCS school communities to provide every student with the strongest foundation possible for them to reach their aspirations in learning and in life. The combination of these two national frameworks for wellbeing assist our school with planning, implementing and maintaining a safe, supportive and protective learning community that promotes student safety, pastoral care and wellbeing.

Behaviour Management and Student Discipline Policy

The College's processes for the management of student behaviour are aligned to the [Student Management: Suspension, Transfer and Exclusion Policy](#). The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring respect for the rights of all students and staff. Corporal punishment is expressly prohibited in the [Code of Professional Conduct](#), which applies to all SCS staff. Accordingly, the College does not sanction the administration of corporal punishment by College staff and other persons, including parents, to enforce discipline in the College. Further information about this and other related policies may be obtained from the College's website.

Anti-Bullying Policy

The SCS [Prevention and Management of Student Bullying Policy](#) provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships. SCS staff will work in partnership with parents and carers who have an integral role to play in the prevention and resolution of bullying.

Child Safety

SCS is committed to creating a child safe environment to foster student learning, growth and inclusion through catholic values. This is communicated publicly by our Child Safety related policies like the [Child Safeguarding Policy](#), released in September this year and the [Child Protection Policy: Mandatory Reporting Obligations](#).

Complaints Handling Policy

SCS has a [Resolution of Complaints Policy](#) which is implemented by our school and all systemic schools in the Archdiocese. The purpose of this policy is to enable SCS to respond effectively to complaints, ensure complaints are resolved in a fair and timely manner and make sure that complainants understand how their complaints will be managed.

In addition to this policy, the [Child Protection: Responding to Allegations and Complaints Against SCS Staff Policy](#) sets out the process to be followed in response to child protection complaints and/or allegations being made.

The above mentioned policies may be accessed on the College's website, the administration office or at the SCS website at this [link](#).

Community Satisfaction

The opinions and ideas of all stakeholders in the educational process, which includes parents, carers, students, and teachers, are not only valued but eagerly sought after. These insights form an integral part of planning strategies designed to facilitate improved outcomes for students. The belief that every stakeholder has a unique perspective is central to our approach. This year, the College has taken proactive steps to ensure this collaborative approach stays robust and efficient.

Among the various processes engaged by the College, a prominent one is the implementation of the 'Tell Them From Me' surveys. This innovative survey tool has been used as an effective medium to gather information about the level of satisfaction among parents, students, and teachers with respect to the College. The surveys provide a platform for all stakeholders to voice their views, express their concerns and suggest possible improvements.

These inputs play a crucial role in shaping policies and strategies, ensuring they align with the expectations and requirements of all involved. The ultimate goal is to create an enriching, conducive learning environment that stimulates the intellectual curiosity of students while also meeting the expectations of teachers and parents. By giving everyone a voice, we aim to make education a collaborative journey that values everyone's contribution. Through this ongoing commitment to engagement, we continue to strive for excellence in education, fostering a sense of community among students, parents, and teachers alike.

Parent satisfaction

Through the Tell the From Me (TTFM) survey tool, parent feedback and satisfaction is seen through the following results:

- In the area of **Catholic Mission and Identity**, the College has seen an increase in parent satisfaction through the following:
 - *The College supports an Understanding of the Catholic Faith*
 - *Understanding the Child's Faith Development*
 - *Knowing our Charism*
- In the area of **School Culture**, the College has seen a continued increase in parent satisfaction through the following:
 - *Parents Feel Welcome*
 - *School Supports Positive Behaviour*
 - *The School is Safe*
 - *Teachers have High Expectations*
 - *Parents are Informed*

- In the area of **Teaching and Learning**, the College has seen a continued increase in parent satisfaction through the following:
 - *Child is Encouraged to do Their Best*
 - *Child is Expected to pay Attention*
 - *Teachers Maintain Control of the Class*
 - *The School Supports Learning*

Student satisfaction

Through the Tell the From Me (TTFM) survey tool, student feedback and satisfaction is seen through the following results:

- In the area of **Catholic Mission and Identity**, the College has seen a continued increase in student satisfaction through the following:
 - *Expression of Prayer and Liturgy*
 - *Appreciating the Catholic Faith*
 - *Knowing the Charism*
 - *Social Justice*
- In the area of **School Culture**, the College has seen an increase in student satisfaction through the following:
 - *Positive Peer Relationships*
 - *Positive Sense of Belonging*
 - *Expectations for Success*
- In the area of **Teaching and Learning**, the College has seen an increase in student satisfaction through the following:
 - *Effort*
 - *Rigour*
 - *Effective Learning Time*

Teacher satisfaction

Through the Tell the From Me (TTFM) survey tool, teacher feedback and satisfaction is seen through the following results:

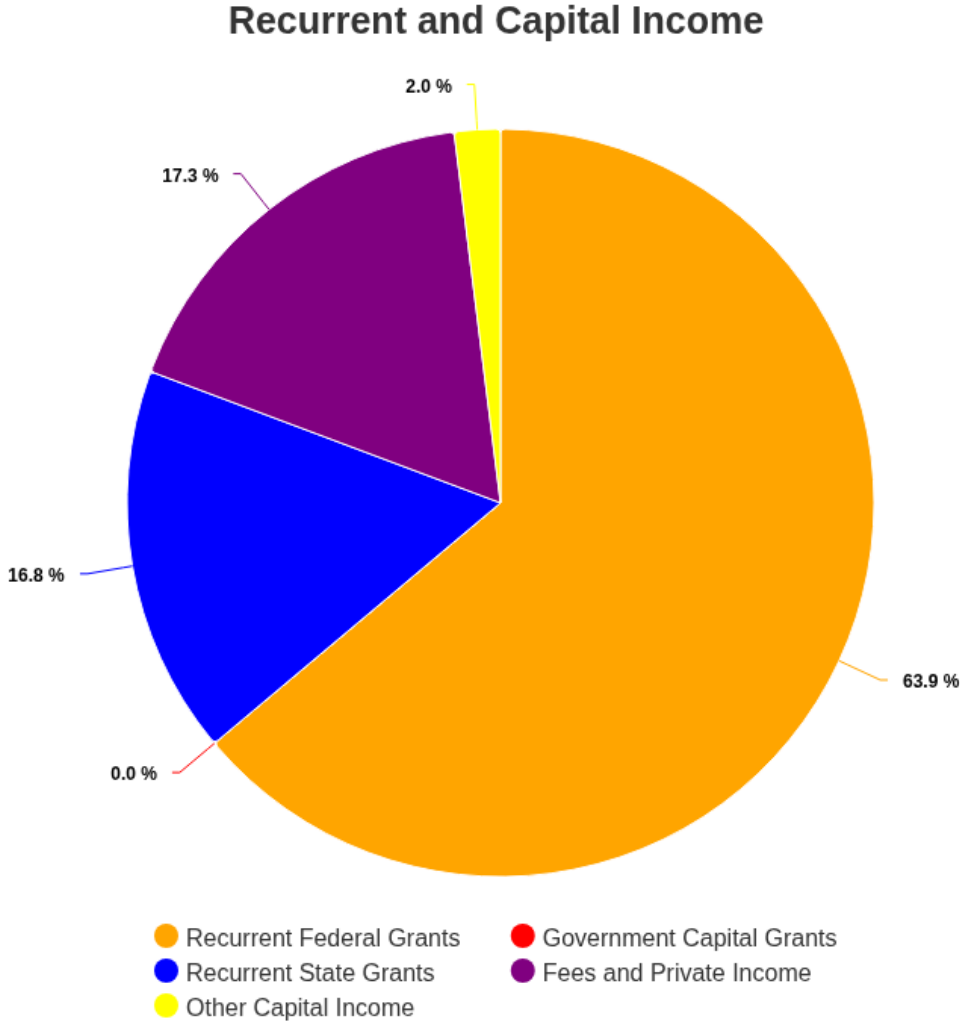
- In the area of **Catholic Mission and Identity**, the College has seen a continued increase in teacher satisfaction through the following:
 - *Appreciating the Catholic Faith*
 - *Promoting the Charism*
 - *Student Voice in Social Justice*
- In the area of **School Culture**, the College has seen an increase in teacher satisfaction through the following:
 - *Clear Expectations - Behaviour*
 - *Parents are Invited to Opportunities*

- *Parents understand the expectations of Students*
- In the area of **Teaching and Learning**, the College has seen an increase in teacher satisfaction through the following:
 - *Students are Engaged*
 - *Students Find Lessons Relevant*
 - *Students Get Feedback to Achieve Learning Goals*
 - *Discussing Learning Goals*
 - *Students are Clear about Learning Goals*
 - *Effective Teaching Strategies*
 - *Planned Learning Opportunities*
- In the area of **Instructional Leadership**, the College has seen an increase in teacher satisfaction through the following:
 - Supportive Leadership

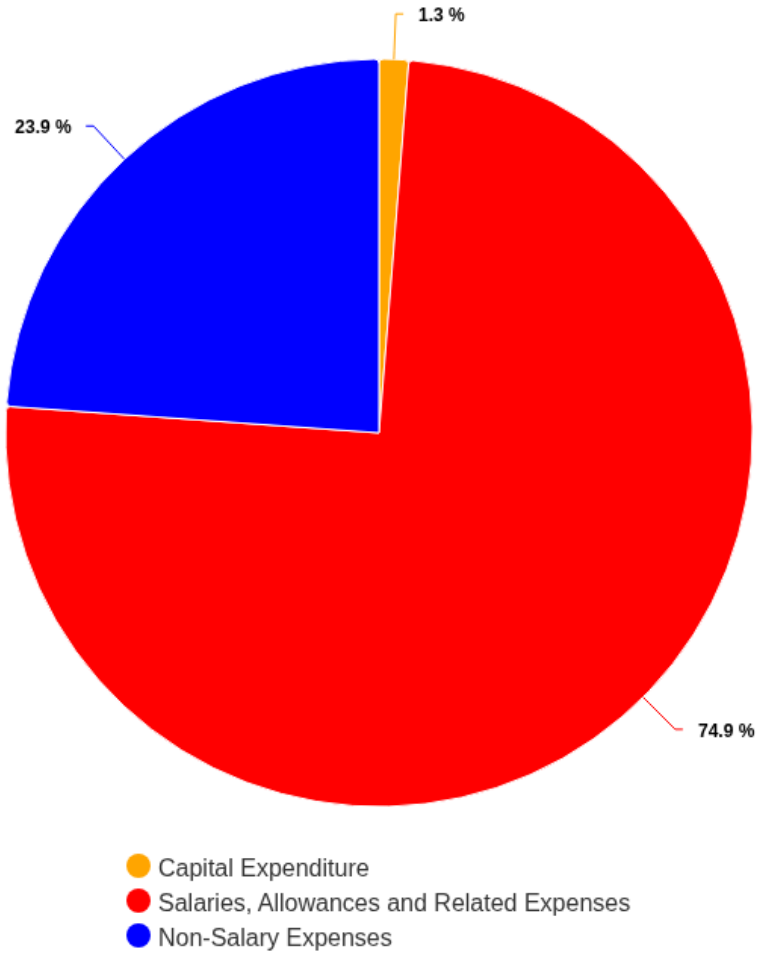
Financial Statement

This School Financial Information is based on the detailed information provided to the Commonwealth and State Government in the Financial Questionnaire.

School Financial Information for the 2025 year is detailed below:



Recurrent and Capital Expenditure



END OF 2025 REPORT