



MACQUARIE
University

MACQUARIE UNIVERSITY SPECIAL EDUCATION CENTRE

MUSEC SCHOOL

Annual Report 2025

MUSEC School for Children with Special Learning Needs

ABN 90 952 801 237

Macquarie University Special Education Centre, 14 First Walk

MACQUARIE UNIVERSITY NSW 2109

A registered non-government primary school: Kindergarten to Year Six for children with disabilities.

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MUSEC School Management Committee

Professor Chris Dixon (Chair) — Executive Dean, Faculty of Arts

Professor Deb Youdell — Dean, Macquarie School of Education

Ms Joanne Chrystal — Executive Director, Faculty of Arts

Mrs Rosie Green (parent observer)

A Message from the MUSEC School Management Committee

Macquarie University Special Education Centre (MUSEC) School is a community outreach activity of Macquarie School of Education and operates with the guidance of the MUSEC School Management Committee. This annual report has been prepared to meet the educational and financial reporting requirements for the 2025 reporting year, in accordance with the requirements set out in the Registered and Accredited Individual Non-government Schools (NSW) Manual published by the NSW Education Standards Authority.

Responsibility for co-ordinating the preparation and distribution of this Annual Report rests with the MUSEC School Principal. Across each reporting area the Principal oversaw the collection, analysis and secure storage of the relevant data and provided the information contained in this report. Financial information has been supplied by the School Business Manager. The report has been prepared in electronic format for submission to the NSW Education Standards Authority and is made available for download on the MUSEC School website.

MUSEC School continues to operate as part of the Macquarie School of Education within the Faculty of Arts. The MUSEC School Management Committee meets four times per year, with one meeting held in each term.

Throughout 2025 the school maintained its focus on delivering high-quality, individualised education for every student, supported by an experienced staff team and strong partnerships with families. The school maintained dedicated programs in Physical Education and Sport, Art, and Dance, and continued working with other faculties on campus to broaden student learning opportunities.

In 2025, MUSEC School was successful in obtaining a Building Grants Assistance (BGA) grant. The Building Grants Assistance (BGA) Scheme is a Commonwealth-funded capital works program administered through the Association of Independent Schools of NSW (AISNSW). It helps non-government schools in NSW build, renovate, or upgrade their facilities. Grants are awarded on a shared-funding basis, with the school, or its supporting body, contributing a portion of the total cost alongside the government funding.

Through this funding, the School's six classrooms were renovated into modern, purpose-built teaching and learning spaces. A new toilet block was constructed in the playground area, and an internal lift was installed to provide disability access to the second-floor staff area, improving accessibility across the site.

The School Management Committee gratefully acknowledges the BGA Scheme and (administered through AISNSW) and Macquarie University in supporting the upgrade of School facilities. The refurbished spaces are bright, contemporary and purpose-built, and will benefit students and staff for many years to come.

Contextual Information about the School

Through its programs, MUSEC School aims to:

- optimise each student's development across all domains;
- accelerate progress in literacy and numeracy;
- provide successful and engaging learning experiences for students;
- work in partnership with parents in the education of their children;
- support parents through regular information sessions;
- develop tailored assessments and programs for students in Kindergarten to Year 6 with disabilities; and
- collaborate with therapists and other professionals for the benefit of students.

The school operates with six classes of approximately 8 to 12 students per class. Typically, classes are arranged based on combined year groups of Years K–3 and Years 3–6. Each class is staffed by a Special Education Teacher and two Classroom Assistants. Additional support across the classes is provided by an Allied Health Team comprising of Speech Pathologists and Occupational Therapists. Furthermore, a Special Education Teacher provides release from face-to-face teaching and delivers a creative arts program. IT support is provided by Macquarie University IT staff. The school is registered with the NSW Education Standards Authority (NESA) as both a K–6 School and a School for Students of a Kind.

At MUSEC School we adopt a *non-categorical* approach to teaching. This means that all instructional decisions are made on the basis of a student's demonstrated skill level rather than according to their diagnosed disability.

Curriculum-based assessments are used in literacy and numeracy for the purpose of formative evaluation, guiding day-to-day instructional decision-making.

To ensure effective classroom behaviour management and to promote high levels of student academic engagement, the principles and procedures of Positive Teaching are consistently applied.

The major focus at MUSEC School is on literacy and numeracy learning. The seven key learning areas — English; Mathematics; Science and Technology; History; Geography; Personal Development, Health and Physical Education; and Creative Arts — provide the context in which students' learning experiences are delivered. The generalisation of literacy and numeracy skills is embedded across the curriculum. Individual student needs are identified and addressed through the Individual Education Plan process, and the development of each student's communication skills, social skills and independent work habits remains a priority.

Features of the school program include:

- intensive, individualised small-group instruction in literacy and numeracy delivered by a special education class teacher;
- a comprehensive Individual Education Plan;
- close monitoring of student progress through curriculum-based assessment;
- adjustments based on progress, ensuring a continuous individualised program;
- research-based teaching practice;
- parent education to support learning at home;
- structured transition to each student's next educational setting.

The educational programs within MUSEC School serve three major functions. Firstly, they operate as demonstration models of effective special education practice, allowing University students and visitors to observe exemplary programs for students with special education needs. Secondly, university students completing Initial Teacher Education courses have the opportunity to gain first-hand experience of working with these children as part of their course requirements. Thirdly, the research and development of effective instructional procedures remains an ongoing feature of the school.

Student Performance in Statewide or Equivalent Tests and Examinations

As a special school, students may be withdrawn or exempted from statewide tests and examinations at their parents' request, in consultation with the School Principal.

At the time of **NAPLAN** 2025 there were 10 students enrolled in Year 3 and 6 students enrolled in Year 5. A small number of students in Year 3 and Year 5 participated in NAPLAN.

Reporting of results and comparison with benchmark data is not appropriate for students in this school.

Professional Learning and Specialist Programs

Professional Learning

Throughout 2025, staff engaged in a program of internally delivered professional learning designed to strengthen evidence-based, neuroaffirming practice across the school. Four sessions were delivered by members of the school's multidisciplinary team, each pairing current research with practical, classroom-ready strategies.

Collaborative & Proactive Solutions (CPS)

Delivered by Occupational Therapist Georgia Clarke, this session introduced staff to the "Unsolved Problems" component of the school's Personalised Planning (PP) process, drawing on Ross Greene's Collaborative & Proactive Solutions model. Staff explored the principle that challenging behaviour reflects lagging skills rather than defiance, and that children "do well if they can." The session built staff capacity to identify lagging skills, write specific and observable unsolved problems, and prioritise these by safety, frequency and impact. Staff were introduced to the newly developed Group Participation Checklist as a tool for supporting students transitioning from preschool and for informing conversations with families and paediatricians, and were challenged to reframe at least one unsolved problem for each student at their next PP meeting.

Toileting and Continence

Also delivered by Georgia Clarke, this session addressed independent continence management as a life skill, framed through an occupational therapy lens of participation, function and independence. Staff developed their understanding of typical bladder and bowel function, the high prevalence of incontinence and constipation among students with ADHD, ASD and depression, and the influence of factors such as medication, hydration, posture and sensory environment. The session emphasised the importance of a clear medical baseline before intervention, the risks of rigid toilet-timing approaches, and a range

of neutral, respectful strategies—including body scans, toilet talk, visual supports and self-monitoring—that build student autonomy and can be integrated across school and home environments.

Supporting Transitions and Executive Functioning

Delivered by Jennifer Winstone in June 2025, this session examined executive functioning and its central role in students' ability to navigate transitions. Staff considered research indicating high rates of EF impairment among autistic students, students with ADHD and students with intellectual disability, and were encouraged to view behaviour during transitions as a signal of unmet need rather than deliberate refusal. Through reflection and team activities, staff identified biomechanical, sensory and cognitive barriers experienced by their students and explored the significant role of visual supports in reducing verbal prompting, increasing independence and initiation, supporting emotional regulation, and enabling communication across people and settings.

Play

Delivered by Speech Pathologist Alice Berry in September 2025, this session explored play as a fundamental vehicle for learning and development. Through hands-on activities, staff unpacked the wide range of skills embedded in play and considered its neurobiological, cognitive and socio-emotional benefits, including its importance well beyond the early years. The session acknowledged that play can be genuinely difficult for many of our students—affecting initiation, social understanding, sensory tolerance, symbolic play and risk-taking—and equipped staff with strategies to scaffold participation, including following the student's lead, task analysis, sensory and regulation supports, visual supports, and the integration of play with curriculum topics to reinforce and extend learning.

Collectively, these sessions reflect the school's commitment to a shared, research-informed approach that shifts the lens through which staff understand student behaviour and need, and that builds sustainable, meaningful supports across the school community.

Specialist Subjects and Programs

In 2025 the school expanded its specialist teaching to deliver the mandatory curriculum areas and to broaden student learning opportunities, including working with other faculties on campus (for example, the Science Academy). The Physical Education and Sport (PDHPE) program was delivered by 'Sportspro', with a term focus on gymnastics and opportunities for some classes to participate in bushwalking, horse riding and rock climbing. A dedicated Art program was developed, giving every student a weekly art lesson alongside lunchtime clubs covering genres such as photography, clay, mosaics and painting

techniques. A combined Dance, Music and Singing program was also introduced, with students attending a weekly session.

The MUSEC School Team

Staff of MUSEC School

Teaching & Leadership Team

Dr Kim Wilson, Interim School Principal (October – December 2025)

Jacqui Cashmore, Acting Principal (September – October 2025)

Kerrie Nelson, Principal (January – September 2005)

Sarah Kirkwood — Master Special Education Teacher

Candice Mariz — Master Special Education Teacher

Rebecca Dark — Master Special Education Teacher

Stephanie Ireland — Special Education Teacher

Samantha Frame — Special Education Teacher

Tanika Kehlet — Special Education Teacher

Maddi Browne — Special Education Teacher

Ping Jackson — Special Education Teacher

Kerry Attard — Special Education Teacher (casual)

Allied Health Team

Alice Berry — Speech Pathologist

Jennifer Winstone — Speech Pathologist

Georgia Clarke — Occupational Therapist

Classroom Assistants

Leighton Chen

Betsy Isaac

Abigaile Mallo

Thomas Semken

Siena Cappetta

Anabelle Tadros

Miriam Watsford

Michelle Christison

Catherine Robinson

Michelle Bollard

Andrew Tenni

Joyce Chen

Marcelle Bezuidenhout

Abbie Glendinning

Leila Mouassi

Finance and Administration

Jacqui Conde — School Operations Officer

Louise Wytenburg — School Operations Manager (October – December 2025)

Jenna Fox — Registrar (August – December 2025)

Debbie Elderton — Reception

Kristy Rowe — Reception

Teacher Attendance and Retention Rates

In 2025 the average daily staff attendance rate was 92 percent. The percentage of staff retained from 2024 was 94 percent.

Student Attendance

Parents and caregivers are required to ensure their child complies with the school's attendance policy and procedures and with government attendance requirements. Student absences are recorded daily by class teachers in the class rolls. All part-day or full-day absences must be notified to the school in writing, stating the reason for the absence, with supporting documentation (for example, a medical certificate) provided for absences in excess of five days. Requests for extended leave must be submitted to, and approved by, the Principal in writing.

Ninety-two percent of students attended school on average each school day in 2025. The average attendance in 2024 was 93.5 percent.

MUSEC School Enrolment Policies and Profiles

Criteria for Eligibility

Students of primary school age (Kindergarten to Year 6) who satisfy at least one of the disability criteria set out below are considered for admission to MUSEC School. Parents seeking enrolment for their child submit a completed application form, including all necessary documentation. Where a child is considered a suitable candidate, an interview between the parents, the child and MUSEC personnel follows. Placement on the Eligibility List is based on both the application and the interview.

Consideration of the existing class structure is an additional factor in determining whether an application can be accommodated. Continuing enrolment is subject to the student's adherence to the school rules and the payment of all school fees.

The disability categories are listed below. Disability documentation must be provided at the time of application and should be recent, with the assessment having been conducted within the last 12 months.

Intellectual Disability

A report from a registered psychologist or educational psychologist stating that the student has a full-scale IQ score of approximately two standard deviations or more below the mean on an approved individual test of intelligence (for example, a score of 70 or below on the WISC). The report must include information on the assessment of adaptive skills and school performance (where applicable) consistent with this range of scores.

Language Disability

A report from a speech pathologist indicating that the student has an assessed receptive or expressive language disorder. The report must include the results of at least one relevant standardised language test that reports both receptive and expressive language skills. At least one of the scales (receptive or expressive) must indicate a standard score of 70 (2nd percentile) or less. The report must indicate that the disorder significantly affects communication and diminishes the capacity to achieve academically. There must be documented evidence of the development and delivery of an intensive learning program assisted by a support teacher, or by a relevant specialist in the prior-to-school setting in the case of a student entering Kindergarten. Difficulties in communication and academic achievement must be the direct result of the disorder.

Autism

A current report from a specialist medical practitioner or registered psychologist with appropriate clinical experience. The report must detail the nature of the student's disorder. The documented evidence must indicate a developmental disability affecting verbal and non-verbal communication and social interaction that significantly affects the child's ability to learn. There must be information from a functional assessment consistent with the student's disorder.

In Receipt of Special Education Services / Integration Funding

Students who are currently enrolled in special education services in a special school or unit provided by the NSW Government (for example, IM/IO, Autism, or Multi-categorical classes), or who receive integration funding, may be considered eligible. In such cases, a letter from the school where the child is enrolled confirming this is sufficient for the purposes of documentation.

Profiles: Student Population

In 2025, there were 46 students from Kindergarten to Year 6 enrolled at MUSEC School. All students had a documented disability, and the students came from a wide geographical area.

Class	No. Students	Adults per classroom
Emuu	8	3-4 + Allied Health
Girrawi	10	3 + Allied Health
Gula	9	3 + Allied Health
Buru	6	3 + Allied Health
Wumbat	5	2-3 + Allied Health
Wirriga	8	3-4 + Allied Health
Total	46	17-20 + Allied Health

MUSEC enrolls a broad range of students and its funding is based not on a diagnosis of disability but on the level of adjustment each student requires to access the curriculum and school life. Under the Nationally Consistent Collection of Data on School Students with Disability (NCCD), there are three levels of adjustment: Extensive, Substantial and Supplementary. From 2022 to 2024 the split between these levels was relatively stable, at approximately Extensive 30%, Substantial 50%, and Supplementary 20%. Following a shift in the student profiles enrolled throughout the second half of 2024 and in 2025, MUSEC School reported 2025 NCCD levels of Adjustment as follows: Extensive 65%, Substantial 25%, and Supplementary 10%.

MUSEC School Policies

Student Welfare, Discipline, Anti-Bullying and Complaints / Grievances Policies

Discipline Policy

MUSEC School recognises that, in many instances, inappropriate behaviour has a communicative function.

Accordingly, 'discipline' means responding to inappropriate behaviour through a process of interpretation and positive intervention. Under no circumstances is corporal punishment to be used.

At MUSEC School, students are taught about what is good to do, what is not good, what is safe, what pleases other people, and what angers or hurts other people. The classroom program encourages students to cooperate and enhances their self-esteem and their ability to interact with others, thereby creating a positive classroom environment that fosters appropriate behaviour.

Self-discipline can only be achieved when students are aware of the limits of acceptable behaviour. Rules are established across the school and vary according to the age of the students. They are expressed positively, displayed in a visual format, few in number, and consistently reinforced by every staff member.

Anti-Bullying Policy

The MUSEC School Anti-Bullying Policy complements the school's Student Welfare and Discipline policies and aims to prevent, and to deal effectively with, incidents of bullying.

The school implements programs that promote positive relationships and incorporate strategies for dealing with bullying. Staff are required to model appropriate behaviour at all times.

Staff monitor student behaviour and encourage students to report any incidents of bullying to an adult. Parents are expected to support the school's Anti-Bullying Policy, to watch for signs of bullying, and to inform the school if bullying is suspected.

When a bullying incident is reported or observed, the school will:

- hold discussions with the students involved;
- take appropriate action, such as time-out from a play activity, while reinforcing expected behaviour;
- report major or continuing bullying incidents to parents;
- develop a behaviour support plan in collaboration with the parents; and
- suspend the student if necessary.

Reporting Complaints, Resolving Grievances Policy

A professional response to suggestions, complaints and allegations promotes fairness, leads to improvements and creates confidence in the outcome.

Complaints — as well as compliments and other constructive feedback — create opportunities for the school to improve its services and to prevent future problems.

In relation to parents: in the first instance, all parent concerns should be directed to the child's teacher. If a parent is not satisfied with the outcome, an appointment should be made with the Principal to discuss the grievance. The MUSEC School Grievance / Complaints Procedure for Parents is available on the MUSEC School website.

In relation to staff: the Macquarie University Human Resources website provides details of the Code of Conduct Policy and Procedures and the staff Grievances Policy and Procedures.

MUSEC School Determined Improvement Targets

Achievement of Priorities in 2025

Area	Achievement in 2025
Teaching and Learning	• Introduced specialist curriculum programs in Physical Education and Sport (delivered by 'Sportspro'), Art, and Dance, Music and Singing. • Began working with other faculties on campus (e.g. the Science Academy) to broaden student learning. • Broadened the Individual Education Plan (IEP) process in response to parent feedback. • Expanded the calendar of whole-school cultural, community and sporting events (including an Athletics Carnival) and a program of curriculum-linked excursions and off-site learning for participating classes, so that students can engage in a broad range of school activities, mirroring a mainstream setting.
Staff Development	• Appointed and inducted a number of new teaching and support staff in response to growth in student numbers, including staff with occupational therapy, audiology and speech therapy backgrounds.
Facilities & Resources	• Opened a new classroom (Emuu) and toilet block, and completed a new library space, a new music space and a new meeting room. • Created a new Art room (with an installed sink and paint arrester) and progressed a new small STEM room with a 3D printer. • Redesigned and widened the driveway access gate, and dismantled ageing fixed playground equipment ahead of replacement, with student consultation on new equipment.

Area	Achievement in 2025
	- Completed traffic, pedestrian and parking safety upgrades (in 2024), with a program of painting continuing across the school through 2025 and 2026. - Introduced Class Dojo for communication and began rolling out the SENTRAL parent app.

2026 Priorities for Improvement

Area	Priorities
Review Policy and Procedures, and targeted Processes	- Conduct full Policy and Procedures review to ensure currency of all Registration documentation (B2 through to B9, referencing the NESA Registration Manual February 2026). - Targeted review of Process documentation in the areas of: Excursions, Risk Assessment, External Visitors to the School, Enrolment, Behaviour Support Plans, Independent Education Plans, Student Reports, Student Health Care Plans
Review of MUSEC School Website and School Communication platform	- Conduct a review and update of the MUSEC School website - Conduct a review of SENTRAL (Schools' communication platform)
Teaching and Learning	- Continue to embed the expanded specialist curriculum programs (PDHPE, Art, and Dance, Music and Singing) and the partnerships with other university faculties. - Develop an Allied Health Service Delivery Model to support students' achievement of their IEP goals.

Area	Priorities
Staff	• Develop a perpetual Staff Workload Model • Review and update Staff Organisation Chart and Role Descriptions • Professional Learning focus: First Aid Training; Child Protection; Staff Code of Conduct; Mentoring; Teaching Reading • Expand the Allied Health Team; increase Speech Pathology and Occupational Therapy teams, recruit a School Psychologist • Develop an Allied Health Service Delivery Model to support staff to deliver teaching and learning programs
Facilities & Resources	• Playground upgrade: playground surfaces levelled and renewed, fit-for-purpose playground equipment • Renovation of classroom bathrooms
Uniform Update	• Source uniform products that better meet the requirements of students with diverse sensory needs (e.g. cotton and seamless clothing)
Parents & Community	• Support MUSEC School parents to establish a P&C Committee.

Initiatives Promoting Respect and Responsibility

Respect and responsibility are explicitly taught through the school's 'positive behaviour' approach to classroom management. Social skills and classroom skills are embedded within students' Individual Education Plans, and specific classroom and playground social-interaction activities form part of the daily program.

In 2025 the school extended student leadership and whole-school community initiatives that promote respect, responsibility and inclusion, including:

- the election of School Captains and Year 6 Leaders, and the establishment of a Student Representative Council (SRC);
- a captains' pledge committing student leaders to be positive role models and to make the school a welcoming, fun and inclusive place for everyone;
- whole-school events celebrating diversity and community, including Harmony Day (with students invited to wear national dress or shades of orange), Pyjama Day and Mufti Day;
- commemoration of ANZAC Day and Remembrance Day; and
- a bi-weekly whole-school assembly and courtyard play activities for senior students.

School Community, Events and Partnerships

MUSEC School offered a full calendar of community, cultural and wellbeing events across 2025, providing opportunities for students, families and staff to come together and for students to participate in the same range of activities as their peers in mainstream settings. Events held during the year included:

- Lunar New Year Afternoon Tea (Friday 7 February) — held in the school Art Room, with traditional food and snacks, and interactive activities including a Chinese zodiac display prepared with student artwork;
- Twilight on the Courtyard (Friday 21 February) — the school's annual welcome evening for parents and caregivers, at which the Principal outlined plans for the year and guest speaker Mrs Melissa Whitfield shared her family's experience of MUSEC and life beyond school;
- Pancake Day (Tuesday 4 March) — a Shrove Tuesday celebration with pancakes and flavoured milk available at recess;
- Harmony Day (Friday 21 March) — students invited to wear national dress or shades of orange to celebrate the cultures that make up Australia, marked with a special canteen day;
- Easter Hat Parade and Picnic Lunch (Friday 11 April) — an end-of-Term-1 celebration in which families were invited to share a picnic lunch;
- Mother's Day celebration (Monday 13 May) — a special Mother's Day assembly followed by muffins and juice shared with students in the courtyard;

- an Athletics Carnival held at Dunbar Park; and
- a Parent Information Session (Tuesday 26 August) featuring an occupational therapy session and a guest speaker on navigating the NDIS, followed by a question-and-answer session.

Excursions and Off-Site Learning

During 2025 the school offered a varied program of excursions and off-site learning experiences, linked to the curriculum and to students' physical, social and personal development. Across the year, participating classes took part in a range of activities, including:

- a weekly rock-climbing program at Climb Fit, Macquarie Park, delivered in conjunction with the school's sport provider;
- a weekly horse-riding program with Riding for the Disabled Association (RDA) at Marsfield;
- trampolining sessions at Flip Out, Gladesville;
- a weekly mini-golf program at the Swing Factory, Terrey Hills;
- a visit to Taronga Zoo;
- a visit to Koala Park, West Pennant Hills;
- a visit to Golden Ridge Farm; and
- off-site sport and recreation as part of the school's physical education program.

These experiences gave students opportunities to build confidence, independence and social skills in community settings, and to generalise the skills developed in the classroom to new environments. Excursions are planned with careful regard to each participating group's needs, and the program continues to develop over time.

Student Health and Wellbeing

The school continued to support student health and wellbeing through partnerships with external providers. These included Improve Eyes Mobile Optometry, which provided convenient, bulk-billed on-site eye testing for students, recognising the strong link between good vision and a child's educational, social and physical development.

Community Partnerships

MUSEC School engaged with inclusive community organisations to broaden opportunities for students beyond the classroom. These included BlowFly Cricket, a grassroots all-abilities cricket club catering for children and adults with special needs, neurodivergent conditions and physical disabilities.

Parent, Student and Teacher Satisfaction

Continuous feedback was sought throughout the year in relation to:

- the quality of the education provided;
- the quality of the teaching and learning experiences;
- each student's progress;
- the school's communication with families;
- the effectiveness of class email as a form of communication;
- the opportunity to contribute to the Individual Education Plan process;
- the responsiveness of the School Principal to parent concerns or questions; and
- the responsiveness of teachers to parent concerns or questions.

Suggestions and feedback included opportunities for students to engage in the full range of curriculum and school activities, mirroring a mainstream school; more frequent and varied communication with parents; a broader IEP process; and further parent training sessions. In response, the school introduced a range of measures, including:

- an increased sports program and the introduction of a music and dance program;
- whole-school community days such as Harmony Day, Pyjama Day and Mufti Day;
- School Captains, school leaders and a Student Representative Council;
- canteen days, a bi-weekly school assembly, and courtyard play for senior students;
- the introduction of Class Dojo, a broader IEP process, and the roll-out of the Sentral parent app; and
- improved student amenities, including new library, music, art and STEM spaces.

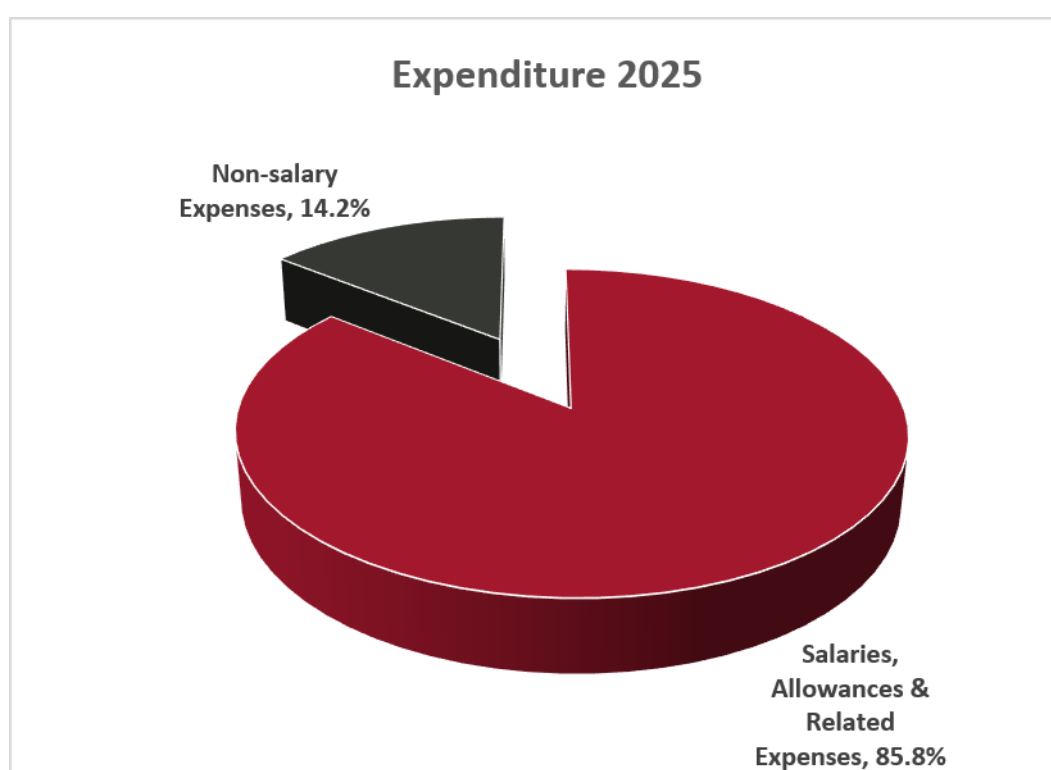
Feedback also raised transition to high school and communication with parents as areas of ongoing focus. The school continues to support families in considering the full range of high-school options and to expand the frequency and type of communication offered.

Summary Financial Information

2025 Summary Financial Information

Expenditure breakdown

Salaries, Allowances & Related Expenses	85.8%
Non-salary Expenses	14.2%



2025 Recurrent/Capital Income

Income breakdown

Commonwealth Recurrent Grants	57.5%
Fees & Private Income	23.9%
State Recurrent Grants	18.6%

