

# RED BEND CATHOLIC COLLEGE



2024  
ANNUAL REPORT

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# From the Regional Director Marist Schools Australia

The 2024 Annual Report provides a valuable insight into the vibrant Catholic learning community that is Red Bend Catholic College, Forbes. Founded in 1926, the vision and daily life of Red Bend Catholic College is animated by the person and Good News of Jesus Christ and enriched by Marist tradition, spirituality and approaches to learning and teaching.

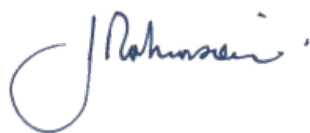
The theme for all Australian Marist schools this year has been *First Light: Reveal the Spirit*. In a classical rabbinic story, the teacher asks the disciples: "When do you know it is dawn?" One says, "when you can distinguish a white thread from a black one." "No," says the teacher. "When you can see the outline of a tree against the horizon," ventures another. "No," says the teacher- to this and all other efforts to answer the question. Finally, he says, "when you can look into the eyes of another, a stranger, and see a brother or a sister, then it is dawn. Until then, it is still night."

Our 2024 theme compels us to find the light that is God's spirit in every person, in every gesture of welcome and hospitality and in the beauty of the created world. For St Marcellin Champagnat, God's Spirit was always present and at work in the world, inspiring his mission and giving strength to his purpose. It is this gift of the Spirit that we Marists want to share with others, the young, our colleagues and families, the stranger – of bringing people into the joy and freedom of the light of Christ- the Source of all Light.

This Annual Report illustrates the commitment of Red Bend Catholic College to be a place of light and an authentic expression of Marist life and mission. We celebrate the continued emphasis of the College in the provision of contemporary, life-giving educational opportunities for each student. We acknowledge the achievements of teachers and College staff more broadly in their pursuit of excellence in learning and teaching, grounded in the belief that every child is precious, and every student can learn. We extend our thanks to all families and the broader College community for your support in the past year, the collective commitment to the wellbeing of each person and the strengthening of the partnerships which exist in this wonderful community.

In presenting some of the life of the College community during the past year and looking to the future with hope, we commend this Annual Report to you and celebrate the ongoing achievements of the students, staff, and the broad family of Red Bend Catholic College, Forbes.

We pray with Mary, our Good Mother, that God will continue to bless the Red Bend Catholic College Community.



**Dr John Kyle-Robinson**  
**Regional Director (NSW/ACT)**  
**Marist Schools Australia**





# Principal's Message

Mr Stephen Dwyer



It is a great privilege to present the 2024 Annual Report for Red Bend Catholic College, offering a broad picture of College life and a reflection on our shared mission of learning, faith, and community. As a Catholic school in the Marist tradition, inspired by St Marcellin Champagnat, we continue to live out our calling with joy, boldness, and deep trust in God. In the spirit of Mary, we aim to bring Christ's love to life through our relationships, our service, and the daily rhythm of College life.

Throughout the past year, Red Bend has continued to grow in strength, spirit, and outcomes. Our students have achieved strongly across academic disciplines and co-curricular pursuits, while demonstrating empathy, inclusiveness, and a commitment to social justice. The energy and generosity they bring to programs like St Vincent de Paul, Meals on Wheels, and Friday Outreach reflect the heart of our Marist values in action. It is in these moments, both ordinary and extraordinary, that we see how truly blessed we are to belong to such a vibrant, faith-filled community.

We know that education at Red Bend is about more than results. It is about forming confident, capable young people who are equipped to make a positive impact on the world. Our vision is to shape students of character who are compassionate, socially aware, and hopeful, who stand for what is right, reach out to others, and lead with integrity.

This year, we were guided by the Marist theme *First Light: Reveal the Spirit*, inviting us to recognise God's presence in the beauty of creation, in the warmth of human connection, and in the simple moments of everyday life. In this theme, we were reminded that the Spirit of God is not distant or hidden, it is revealed in love, generosity, and community. As a College, we embraced this opportunity to deepen our spirituality and sense of purpose. 2024 has been a great year to live our Marist mission in reflection on how God's Spirit is being revealed to us.

I hope that all who are part of our College can look back on this year as one of growth and transformation. As with all journeys, there were challenges along the way, yet each student, family, and staff member has contributed to the collective strength and resilience of our community. Our College motto, *Per angusta ad augusta* "through difficulties to greatness" is more than a phrase; it is a truth we live out together, with faith, courage, and unity.

We especially congratulate the HSC Class of 2024 on their outstanding achievements. Their results reflect hard work, determination, and the unwavering support of teachers and families. In particular, we acknowledge Sam Gould, who was named Dux of the College with an ATAR of 94.25- an exceptional result. Special congratulations also to students who achieved ATARs in the 90s: Steven Su, Grace Dwyer Mulligan, Lauren House, Vienna Farrell, Amelie Kerr, Nicholas Gascoigne, Jessica McKenzie, and Isabel Brown. We also celebrate Freya Hooper, who achieved First in the State, and Harry Whitty, who placed Fifth in the State in Primary Industries. A special mention also to Georgette Pereira, recipient of the Bishop Fox Trophy for outstanding conduct, study, and sport.

Red Bend continues to provide a wide range of pathways to suit the aspirations of all students. In 2024, a significant number of students pursued university, vocational education, or employment pathways, with many securing early entry or apprenticeships across various industries. Every graduate from the Class of 2024 has embarked on meaningful post-graduation engagement, whether through further study, employment, or gap year opportunities. These outcomes reflect the College's commitment to preparing students for life beyond the classroom, regardless of the path they choose.

The College's strategic focus for 2024 was guided by our improvement plan, *Inspiring Minds, Hearts and Spirits*, with three core priorities:

## *Enriching our Catholic / Marist Identity*

- Prioritise staff formation for modelling Catholic Marist identity and mission.

## *Innovative Thinking and Learning*

- Develop knowledge and understanding of our student's capacity for learning to be inclusive of all students.
- Convey high expectations of students' ongoing effort and engagement to promote learning

## Nurturing the Wellbeing of Students and Staff


- Empower student and staff voice in their learning and well-being.

In addition to implementing these goals, the College also engaged in a Marist Schools Australia School Review, which has shaped the direction of our new Strategic Improvement Plan for 2025–2027. We are excited to build on this work as we continue to grow as a school of faith, excellence, and care.

None of this is possible without our incredible staff, a group of people who give of themselves each day to walk alongside our students with expertise, dedication, and genuine care. They are the heart of our College, modelling what it means to be Marist in every interaction, lesson, and quiet act of service.

I also wish to acknowledge the outstanding leadership of our Executive Team: Mr Martino, Mrs Martin, Mrs Wheeldon, Ms Mewburn, Mr Currey, Mr Pearce, and Mr Douglass. Their vision, professionalism, and pastoral care continue to shape the culture and direction of Red Bend.

As we look back on the year, there is much to celebrate, and much to be thankful for. May we continue to grow together, with hearts open to the Spirit, guided by the courage of St Marcellin and the tenderness of Mary, our Good Mother.



**Mr Stephen Dwyer**  
Principal

## Contextual Information

Red Bend Catholic College is registered and accredited by NSW Education Standards Authority (NESA).

This report is a legislative requirement under the Education Amendment (Non-Government Schools Registration) Act 2004.

The annual school report provides parents and the wider school community with fair, accurate and objective information about various aspects of school performance and development. The information in this report is complemented by other school publications such as the school prospectus and newsletters that may be obtained from the College.

The College is located in Forbes on the banks of the Lachlan River and draws on students from our main feeder schools St Laurence O'Toole, Forbes and Holy Family, Parkes. Our students also come from other local area schools and our drawing area extends to most western and far-western areas of New South Wales. The College serves the diocese of Wilcannia Forbes, though not exclusively.

Further contextual information about Red Bend Catholic College including characteristics of the student body, can be viewed at [www.myschool.edu.au/school/43691](http://www.myschool.edu.au/school/43691)



## Policies

Policies of Red Bend Catholic College are reviewed annually.

Policies are published in the Student Handbooks and are available publicly on the College website [www.redbendcc.nsw.edu.au/strategic-direction](http://www.redbendcc.nsw.edu.au/strategic-direction)

# Respect and Responsibility

## Pastoral Care

Pastoral Care at Red Bend Catholic College reflects the life and teachings of Jesus Christ and seeks to answer the call to discipleship, as exemplified by Mary. The practice which flows from this source, recreates a learning and teaching environment which is filled with faith and hope, is just and compassionate and is culturally inclusive of all who comprise the community.

## Peer Support

Red Bend Catholic College is a member school of the Peer Support Foundation. Peer Support is run during 1st term for Year 7s with the College running the *Facing our Challenges* program which focuses on resilience, to support students to develop the skills, knowledge and attitudes that will equip them to cope more effectively with situations and circumstances they find challenging.

The Year 7 students work through a program under the guidance of Year 10 leaders, meeting once a week to develop skills focusing on optimism, empathy, positive self-talk, perseverance, resilience and coping. Interaction between the leaders and the new Year 7 students allows them to feel connected to the school and have an older support person, should the need arise. Peer Support is an important part of the College's induction program for Year 7 and also allows the Year 10 students to develop leadership skills.

## Prayer and Liturgical Life

A whole-school Mass is celebrated once per term where all students and staff attend and parents are invited. Liturgies are also celebrated during Holy Week and some feast days, and in year level and House gatherings.

Prayer is central to our faith and is celebrated daily in classrooms, at assemblies and student meetings and at staff level in gatherings.

## Social Justice

Social Justice Initiatives include:

- A St Vincent de Paul group who work within the school and in the wider community
- Outreach activities in local community providing gardening and cleaning services to people in need
- Fundraising for missions through Project Compassion week in term 1 and Mission week in term 3
- Support of numerous charities throughout the year, e.g. Bandana Day, Cystic Fibrosis, Red Cross Appeal, etc

## Partnerships

The Religious Education Program is a partnership with the parish, school and home where a common vision is shared. Cooperation occurs in the Religious Education curriculum, school liturgies and in informal sacramental programs. The school supports the life of the local parishes wherever possible. Parents are invited and participate in whole school liturgies and events. Parents are encouraged to be actively involved in the content from Religious Education classes.

Marist Youth Ministry Game Changers, a comprehensive Catholic youth ministry program for students in Marist Schools from Years 7-12. It seeks to form Christian leaders by making Jesus Christ known and loved among them. Highlighted by a strong sense of family spirit and community, regular meetings, faith formation experiences and service opportunities, students are invited to become game changers through their participation in the youth group.

## Faith Experiences

Retreats are integral to our Religious Education program. Retreats aim to assist the students to recognise the importance of holistic development and enrich their understanding of the ideal of 'fullness of life'. Retreats are held in:

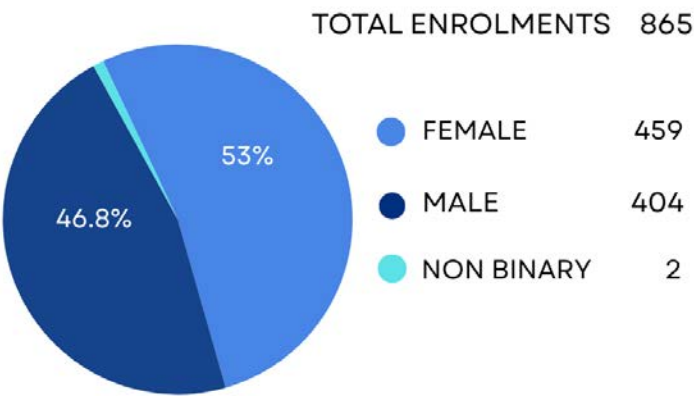
- Year 7: one day induction and one day retreat
- Year 8: two day retreat
- Year 9: one day retreat
- Year 10: two day retreat
- Year 11: one day reflection day retreat and one day leadership program
- Year 12: three day overnight retreat.

The College staff are also involved in various spiritual formation days and Marist retreats throughout the year.

# Student Population and Attendance

## Student Population

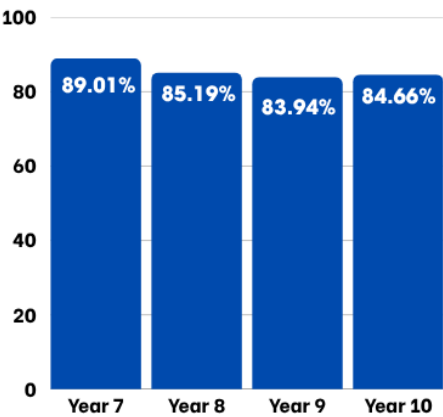
In August 2024 there were 865 students enrolled including 157 boarding students. 136 students identify as First Nations peoples.



## Student Attendance

The whole school attendance in 2024 was

85.85%



## Management of Attendance

All rolls are marked by the Pastoral Care teacher at the beginning of the day, during Pastoral Care and recorded electronically using SEQTA. Rolls are also marked at the beginning of every lesson during the day, electronically by the class teacher.

Parents/Carers are advised to phone the College if their child is absent for any reason, the morning of the absence, before 9am by phone, email or text message. Parents of students who are marked absent who have not been explained prior to 9am are sent a text message by the Student Services Office as soon as practicable after the rolls have been collated and the parents are asked to explain the absence.

Cumulative totals are collated each day and if a student has more than 3 unexplained absences, the House Coordinator of that student is asked to make contact with the parent or carer and ascertain what can be done by the school to help with their attendance. If a student's absence cannot be explained using all the above methods, a letter will be sent to the student's parent or carer by the school Principal to attempt to exhaust all avenues to check on non-attendance at the end of each calendar month.

## Student Retention

When reviewing the Year 10 enrolments in 2022 and then comparing them to enrolment numbers in Year 12 in 2024, the results are 148 and 112 respectively. It would appear that 36 students have left over this period, when in reality 42 students left and 6 new enrolments took place.

Red Bend Catholic College is a boarding school that attracts students in Year 11 who consistently finish Year 12. This shows a retention rate of actual students enrolled from the original enrolment of Year 10 to Year 12 of 72% and new enrolments of 5% in reality, not 76% which on first glance the data would seem to indicate.



# Records of School Achievement

## Year 10

Grades are determined on the basis of a student's performance in assessment items over the course of Year 10. The exception to this are those students who completed one 100 hour elective in Year 9. Teachers in consultation with their Faculty Coordinator allocate grades on the basis of a student's performance in assessment items mapped to the Course Performance Descriptors.

In Year 10 2024, 135 students were eligible for a Record of School Achievement.

## Preliminary

Assessing student achievement is the process of collecting information on student performance in relation to the objectives and outcomes of a course.

The grade awarded to each student at the completion of the Preliminary course should indicate the student's overall achievement in relation to the Preliminary Grade Scale in the course. Assessment in a course should relate to the stated objectives and outcomes as described in the syllabus. No specific allocation of marks is required for any syllabus objectives or outcomes. The grades awarded should reflect the relative emphasis placed on the assessable objectives of school programs and the syllabus. For the purpose of awarding grades, assessment of values and attitudes must not be included.

NESA's grading system is intended to describe the student's achievement at the end of each course in the Preliminary year. Teachers will make the final judgement of the grade deserved on the basis of available assessment information and with reference to the Preliminary Grade Scale and other material produced by NESA to support the consistent awarding of grades. In applying these descriptors, teachers should interpret them in terms of standards that can be achieved by Stage 6 Preliminary students within the bounds of the course.

Earlier performance in a course should be used only as a means of increasing the accuracy of the final assessment. The choice of a particular grade should be made on the basis that it provides the best overall description of the student's achievement of the Stage 6 Preliminary syllabus outcomes. Students should be given the opportunity to demonstrate their maximum level of achievement relative to the Preliminary Grade Scale.

In Year 11, 2024, 140 students were eligible for a Record of School Achievement.



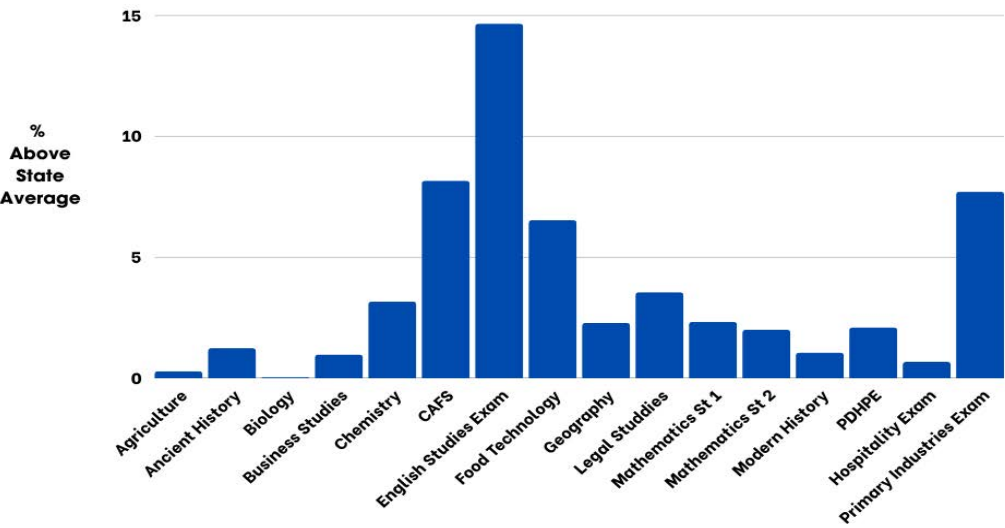


# HSC Results

In 2024, 112 students sat for HSC (Higher School Certificate) exams.

Courses that achieved on or above state average results include:

- Agriculture
- Ancient History
- Biology
- Business Studies
- Chemistry
- CAFS
- English Studies Exam
- Food Technology
- Geography
- Legal Studies
- Mathematics Standard 1
- Mathematics Standard 2
- Modern History
- PDHPE
- Hospitality Exam
- Primary Industries



Courses with improved state averages from 2023 to 2024:

- |                       |                         |
|-----------------------|-------------------------|
| Ancient History       | Mathematics Standard 2  |
| Biology               | Mathematics Extension 1 |
| Business Studies      | Modern History          |
| Chemistry             | PDHPE                   |
| Design and Technology | Physics                 |
| English Advanced      | Studies of Religion 1   |
| Food Technology       | Studies of Religion 2   |
| Geography             | Visual Arts             |
| Legal Studies         | Hospitality Exam        |
|                       | Primary Industries Exam |



112

HSC GRADUATES



83

ATAR RECIPIENTS

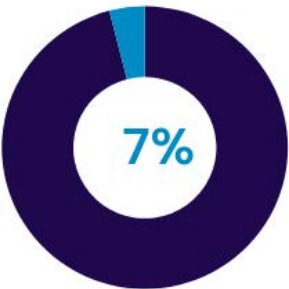


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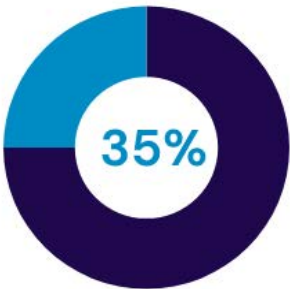
DISTINGUISHED ACHIEVEMENTS

### Distinguished Achievers:

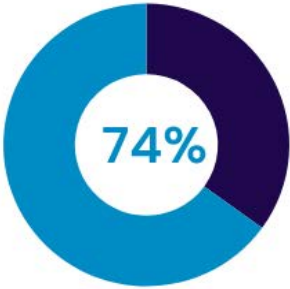
- \* First in State  
Primary Industries Exam
- \* Fifth in State  
Primary Industries Exam



BAND 6 RESULTS



BAND 5-6 RESULTS



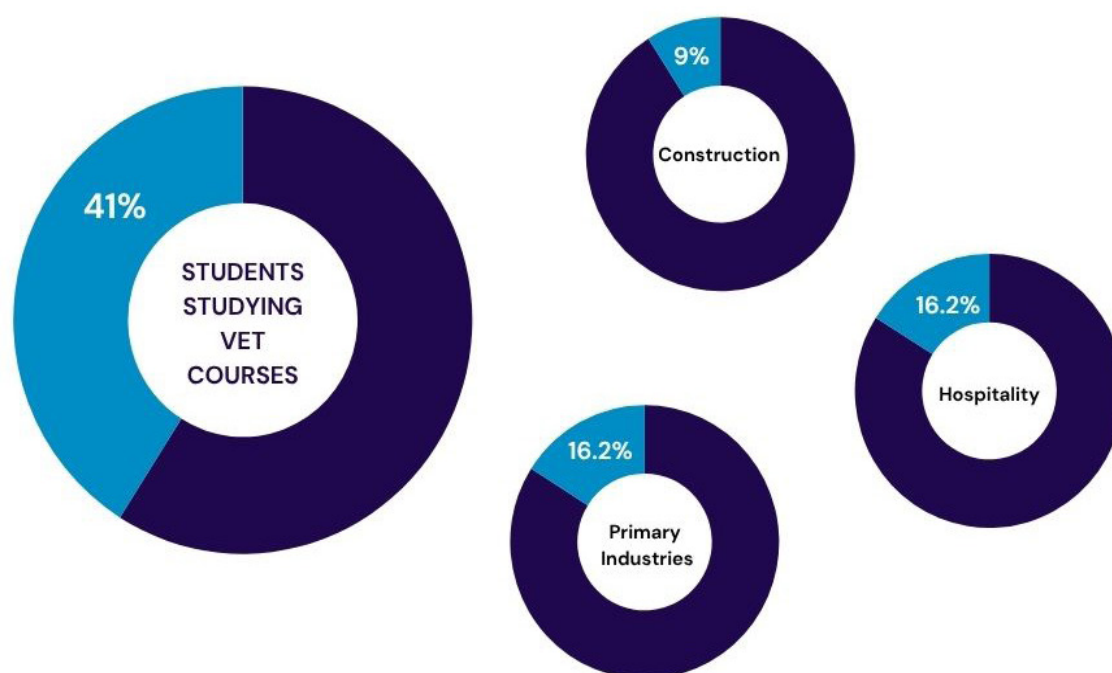
BAND 4-6 RESULTS

# Vocational Education and Training

The College offers a range of Vocational Education and Training (VET) opportunities. 41% of students enrolled in at least one VET course for Stage 6. Of these:

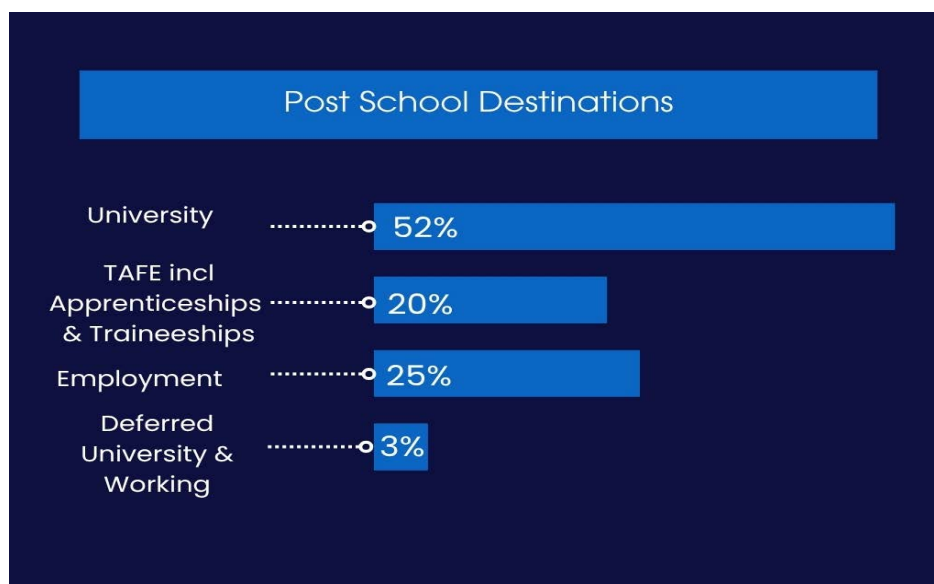
- 10 students studied Construction (Certificate II Construction Pathways)
- 18 students studied Hospitality (Certificate II Cookery)
- 18 students studied Primary Industries (Certificate II Agriculture)

There were no School-Based Apprenticeships and Traineeships (SBAT) in the 2024 Year 12 cohort.



## Post School Destinations

The destination survey data illustrated that Year 12 students matriculated to University at a rate of 52%. 20% of students attended TAFE and 25% found employment. 3% of students deferred University and commenced work.

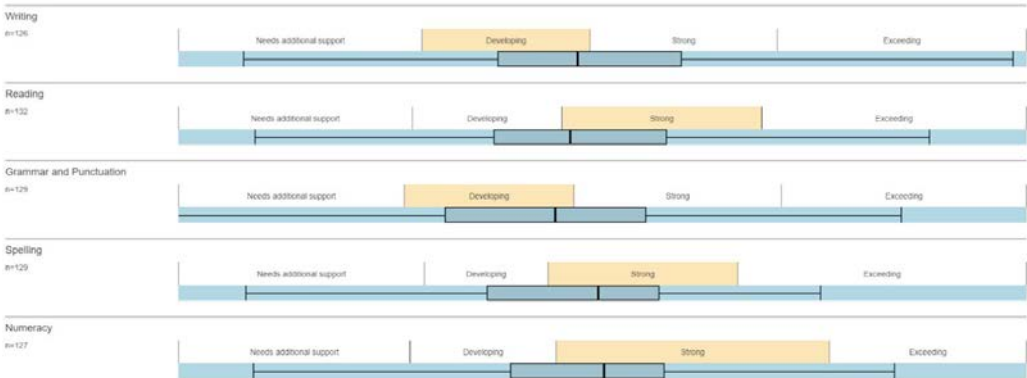
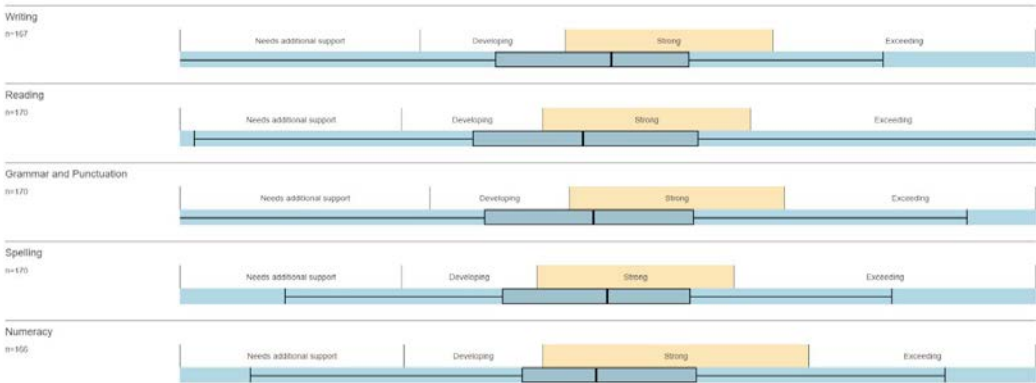


# NAPLAN Outcomes

Each year, all students in Years 7 and 9 sit the NAPLAN tests. The Literacy component tests specific areas of literacy, namely, reading, writing, and language conventions which includes spelling, grammar and punctuation. The numeracy tests assess number, patterns and algebra, and data, measurement, space and geometry. The data from these tests is used by teachers to help inform their teaching and learning based on the student’s strengths and areas identified for further development.

A continued focus in the areas of numeracy and literacy will be important to build the capacity of both year groups. The Aboriginal and Torres Strait Islander students at RBCC continue to do better than other Aboriginal and Torres Strait Islander students across the state.

The highlights from the Year 7 2024 data include that Red Bend Catholic College is above other statistically similar schools in all test aspects. All test aspects are below the State average. In the chart are the spreads and cohort averages for each test aspect.



Highlights from the Year 9 2024 data include that Red Bend Catholic College is above other statistically similar schools in the test aspects of writing, spelling and numeracy. All test aspects in Year 9 are below the State average. In the chart are the spreads and cohort averages for each test aspect.

2023		2024			
Compare to	<div><div></div> Students with similar background</div>	<div><div></div> All Australian students</div>			
	Reading	Writing	Spelling	Grammar	Numeracy
Year 7	519	523	527	523	530
Year 9	547	555	547	532	552

NAPLAN participation for this school is 100%  
NAPLAN participation for all Australian students is 95%

<sup>NB</sup> A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate for a comparison colour to be available. Grey shading indicates participation did not meet these thresholds.

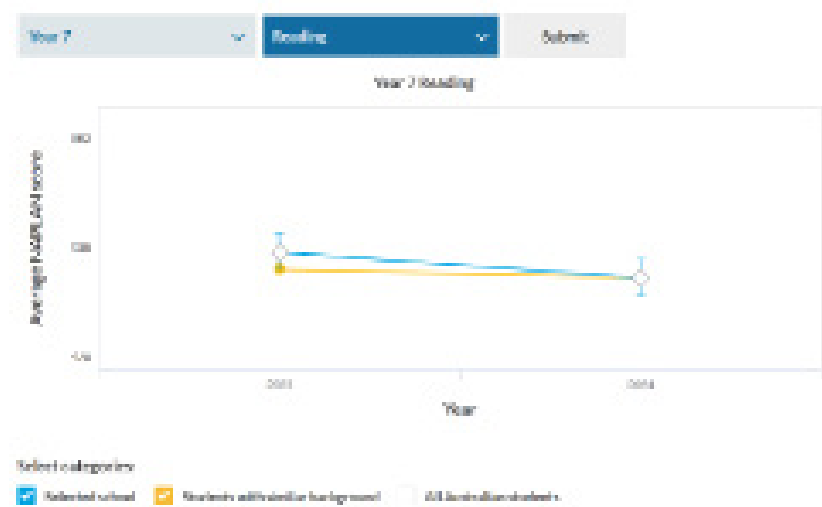
**Interpreting the table**

Selected school's average when compared to students with a similar background

- Well above
- Above
- Close to
- Below
- Well below
- No comparison available



Year 7 Comparison 2023-2024



**Interpreting the graph**

Selected school's average when compared to students with a similar background

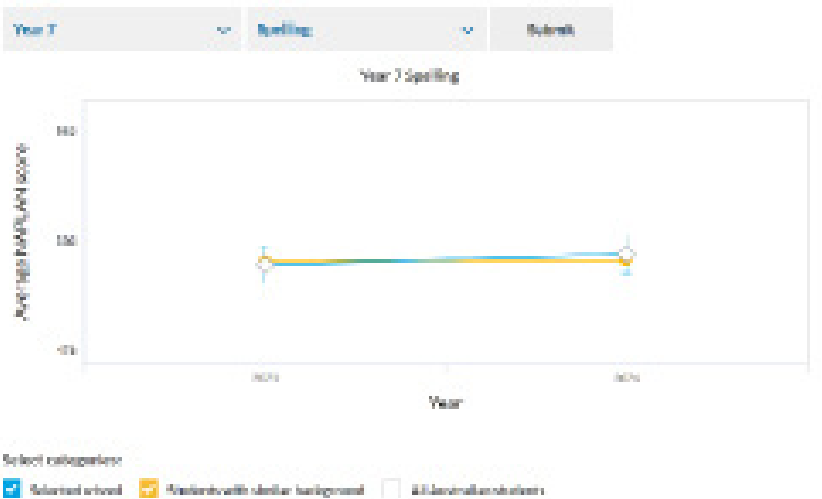
- Well above
- Above
- Close to
- Below
- Well below
- No comparison available
- 90% level of confidence



**Interpreting the graph**

Selected school's average when compared to students with a similar background

- Well above
- Above
- Close to
- Below
- Well below
- No comparison available
- 90% level of confidence



**Interpreting the graph**

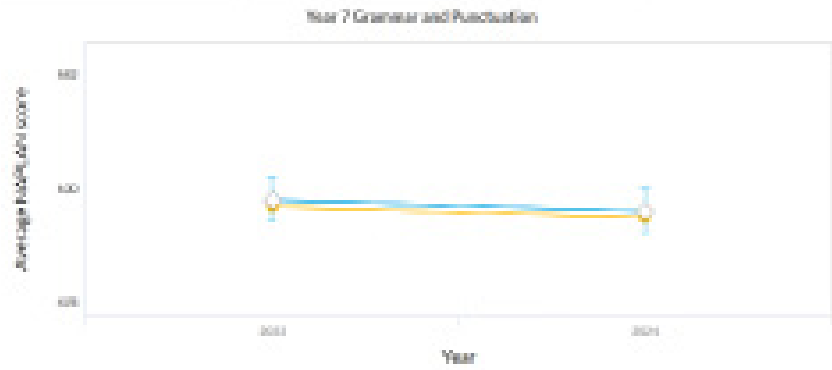
Selected school's average when compared to students with a similar background

- Well above
- Above
- Close to
- Below
- Well below
- No comparison available
- 90% level of confidence

Year 7

Grammar and Punctuation

Submit



Select categories:

☒ Selected school

☒ Students with similar background

☐ All Australian students

**Interpreting the graph**

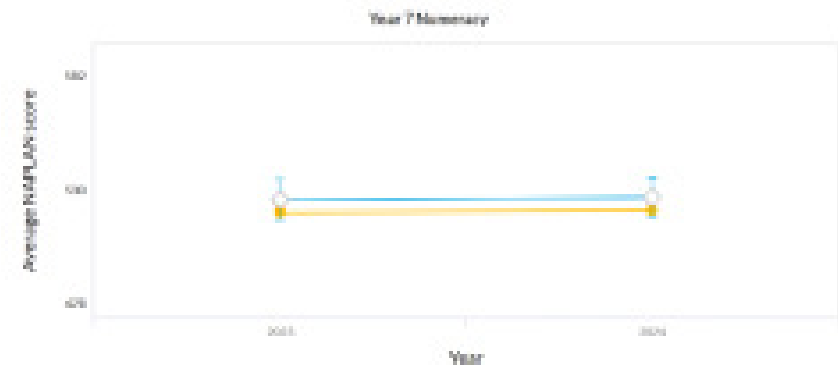
Selected school's average when compared to students with a similar background

- Well above
- Above
- Close to
- Below
- Well below
- No comparison available
- 90% level of confidence

Year 7

Numeracy

Submit



Select categories:

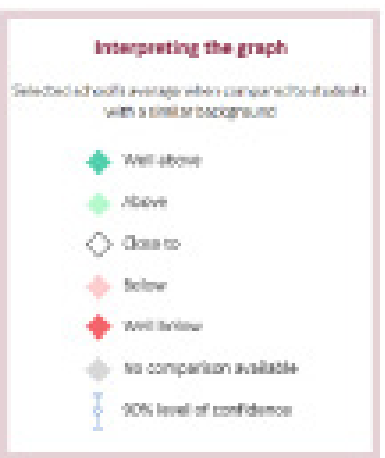
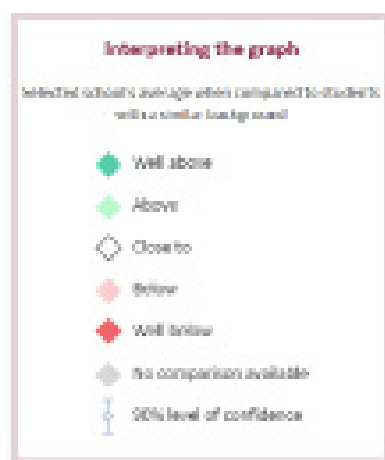
**Interpreting the graph**

Selected school's average when compared to students with a similar background

- Well above
- Above
- Close to
- Below
- Well below
- No comparison available
- 90% level of confidence

Top

## Year 9 Comparison 2023-2024

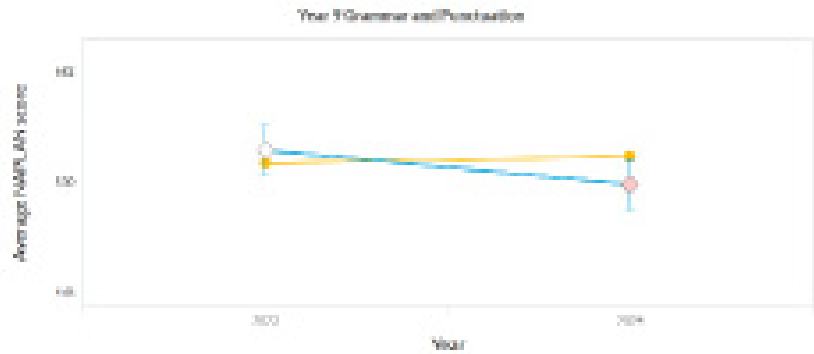




Year 5

Grammar and Punctuation

Submit



Select categories:

☒ Selected school ☒ Students with similar background ☐ All Australian students

Please note that from 2023, the method for determining the colour coding of results changed.

**Interpreting the graph**

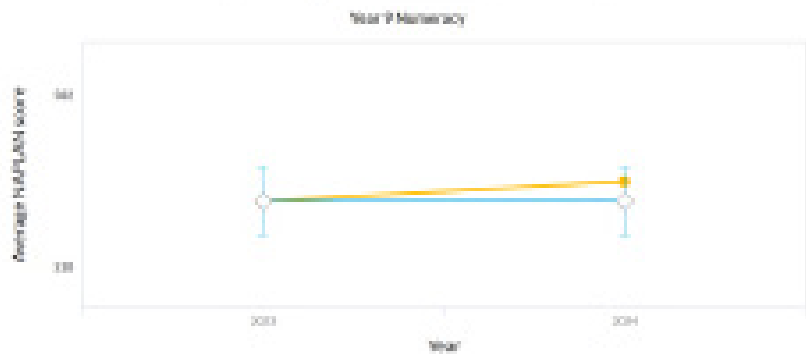
Selected school's average when compared to students with similar background

- Well above
- Above
- Close to
- Below
- Well below
- No comparison available
- 90% level of confidence

Year 5

Numeracy

Submit



Select categories:

☒ Selected school ☒ Students with similar background ☐ All Australian students

Please note that from 2023, the method for determining the colour coding of results changed.

**Interpreting the graph**

Selected school's average when compared to students with a similar background

- Well above
- Above
- Close to
- Below
- Well below
- No comparison available
- 90% level of confidence



# Parent, Teacher, Student Satisfaction

Parents, students and staff are provided with numerous ways to provide feedback and express satisfaction with the College.

## Parents

Parents are an integral partner in the education of the student population of Red Bend Catholic College. Parents are consulted throughout the year via emails, letters, publications, surveys and in person. The College extends a very warm welcome to parents to participate in the learning, faith, sport and co-curricular activities of the College. Parents are invited to provide feedback through parent consultation.

## Students

Students are encouraged to be involved in a wide range of academic and co-curricular activities, and to take full advantage of the many opportunities on offer to them in the College community. Students have the opportunity to provide feedback through a range of forums including student representative council, wellbeing surveys, staff thank you awards, the merit system, and student leadership program.

## Staff

Staff are encouraged to take an active role in decision-making and are provided with a range of forums to submit ideas and feedback. Staff days are held several times each term and professional learning opportunities and mentoring networks are easily accessible. Staff also participate in a spirituality day each year, providing an opportunity for reflection on their lives, roles and the Marist heritage they share in the Red Bend Catholic College community.

# Staff Profile

TOTAL STAFF  
158.7 FTE

15 First Nations Staff

Head Count Total	184
Teaching Staff (Total)	80
Teaching Staff FTE	75.2
Non-Teaching Staff (Total)	104
Female	127
Male	57

Teacher Accreditation Status 2024	
65	Proficient Teacher accreditation
18	Working Towards Proficiency
0	Highly Accomplished or Lead Teacher accreditation

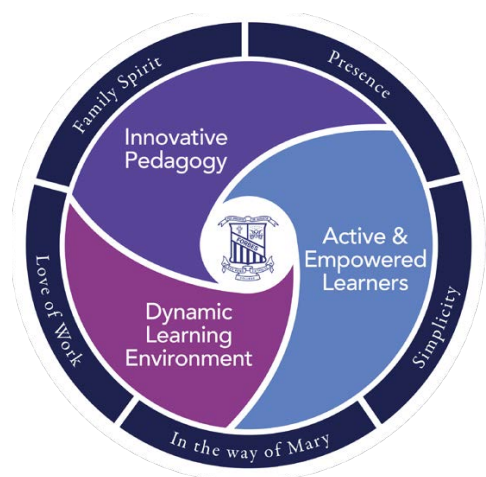
# Professional Learning

Each year the College sets a school-wide goal based on the initiatives of the Strategic Improvement Plan and Annual Improvement Plan. In 2024 the school-wide goal for all teachers was to “Understand our students’ capacity for learning and plan accordingly”. All teachers created specific targets to help achieve this goal and also set one personal teaching goal. Activities in staff meetings and additional workshops throughout the year helped to enhance teachers’ knowledge and understanding and build capacity to implement these into their practice.

In 2023 the College launched its *Vision for Learning* after consultation with students, parents and staff. The Vision for Learning aims to engage minds, hearts and spirits in forming good Christians and globally informed ethical citizens. Red Bend students are curious, creative and inspired to be imaginative critical thinkers. Through a supportive and nurturing environment, built on a culture of high expectations, students are empowered to be confident and audacious deep learners. Student Centred Learning is engaging, innovative, authentic, future-focused and built on evidence based pedagogy. We are committed to excellence and equity in learning that builds individual and collective capacity so that every student has success in their learning. Professional learning in 2024 has been guided by this vision.

Professional Learning Groups are an established practice at the College to encourage a culture of staff collaboration and collective efficacy. These PLGs continue to provide opportunities for staff to be collaborative, share quality practice and engage in dialogue to consolidate shared understandings of the College’s Vision.

Staff have the opportunity to engage in a wide range of professional learning activities. All staff undergo mandatory training on child safeguarding, WHS, ICT, duty of care and first aid annually.

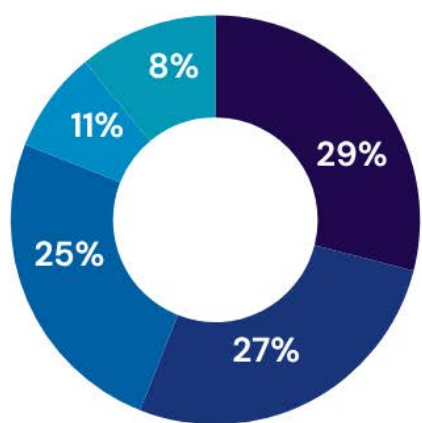


In 2024, teachers participated in a range of external and internal professional development opportunities in areas including:

Andrew Fuller - The Learning Brain, Learning Strengths and Neuro Developmental Differentiation  
 Annual GTA Conference  
 Drama NSW Conference  
 Drama NSW Navigating the New Drama Syllabus  
 HSC Marking - various subjects  
 How to make Stage 6 Maths Meaningful & Memorable  
 ACHPER New and Beginning teachers Conference  
 15th International Congress on Mathematical Education  
 First Aid and CPR updates  
 Steamposium 24  
 Cracking the Hard Class - K-12 Behavioral management  
 C1-C2 Conversation Class (French)  
 Statewide Network Day 2024  
 School Refusal Workshop  
 AIS NSW Be You Suicide Postvention Planning Workshop 2024  
 Various online writing and literacy courses  
 NESA Disability training  
 NAPLAN: Keeping in Sight and in Perspective  
 NAPLAN 2024 Test administrator training  
 Reflections on the 2023 Modern History Exam  
 2024 Stage 6 History Teachers Day  
 Power and Authority in the Modern World  
 Introduction to Teaching Stage 6 Modern History  
 2024 HTAA National Conference  
 History Syllabus Ancient & Modern History  
 AIS NSW English Planning  
 CSNSW Syllabus Launch English Stage 6  
 National Wellbeing Program Meeting  
 ACE Training MSA School Improvement  
 Evidence Informed Teaching Conference  
 REC Gathering Bathurst Dio CEO  
 ISRA: Islam SOR 2U PD  
 REC Deeper Learning - HSC Marking Strategies  
 Cultivating Classrooms  
 ARTiculate Ancient history Greeks: writers on Sparta  
 ARTiculate Studies of Religion 1: Three versions of Paul  
 Introducing Stage 6 Ancient History  
 Primary Industries Assessment Validation  
 Primary Industries Course upgrade training  
 Food Futures - Hospitality Cert III Upgrade  
 2023 HSC Analysis 1: Intro to the Analysis Sydney  
 Careers Advisors Conference  
 Differentiation in Science  
 Construction Trainer Assessment Update & Validation  
 Capitalising on Libraries - TL Annual Conference  
 Welding Skills Professional Learning  
 TAFE Statement in Basic Welding at Forbes TAFE  
 English Programming & Planning for new 7-10 Syllabus  
 Writing Symposium Stage 4 & 5  
 Spotlight on clarified ACE: Leading the transition workshop  
 Analysing the HSC Geography Exam  
 GTA - Yr 12 HSC Geography Course 2025  
 2024 Aust Geography Teachers Association  
 Aboriginal & Torres Strait Islander Perspectives in Science 7-10  
 AECG Meetings  
 NSW Parliament and Stage 5 Commerce  
 LGBTQIA + Youth and Sexual Health Education  
 Pool Lifeguard Update  
 Disability NCCD Network Meetings  
 Lawsense Managing Student Disability Adjustments, Behaviour, Learning & Discipline  
 Disability Symposium  
 NCCD Meeting + Early Career Workshop  
 Various leadership conferences  
 Various Marist Schools Australia Formation Programs

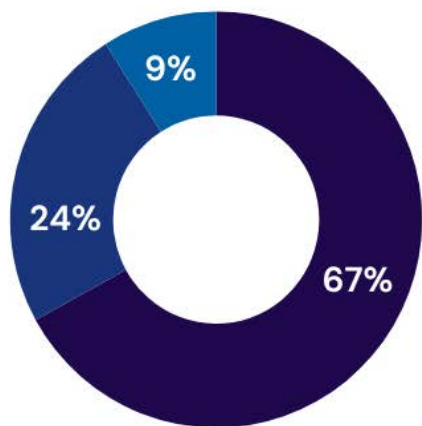


RECURRENT AND CAPITAL INCOME 2024



STATE GRANTS	29%
TUITION FEES	27%
BOARDING FEES	25%
CAPITAL COMMONWEALTH GRANTS	11%
OTHER PRIVATE INCOME	8%

RECURRENT EXPENDITURE 2024



SALARIES & ALLOWANCES	67%
NON-SALARY	24%
CAPITAL	9%







