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Mumbulla School for Rudolf Steiner Education

Mission Statement:

Mumbulla School is based on the philosophy of Rudolf Steiner, which acknowledges the spiritual nature of human beings. The school community, through the encouragement and co-operation of individuals, sets out to create a harmonious school environment which fosters the balanced development of children, preparing them to act in freedom, with intelligence, creativity and purpose in a changing world.



Mumbulla School for Rudolf Steiner Education is in Bega, NSW. It is non-denominational and inclusive of all enrolled children and their families. Currently we offer classes from Kindergarten to Year six.

Parents bring, rather than send, their children to our school to experience a human-centred education embodying the ideals of goodness, beauty, and truth. Respect for each other and care for the environment are highly valued as is creativity in learning and teaching. All Key Learning Areas are presented in ways that promote students' active involvement and growing confidence. Our School offers a rich and varied curriculum and a caring and personal approach to the teaching of each child.

Message from the Board of Directors -

Chair's Report

If a child has been able in his play to give up his whole loving being to the world around him, he will be able, in the serious tasks of later life, to devote himself with confidence and power to the service of the world.

Rudolf Steiner

We acknowledge the land of the Djiringanj People, and that this report is shared during National Reconciliation Week, with the theme being *'Bridging Now to Next'*, connecting past, present and future. We are our best selves working together, and I believe Steiner's words above reflect what is offered to our children here at Mumbulla School. This school is a very important part of their growth and development, giving them the confidence to face the challenges the world presents to us all.

Another very important aspect of our school is the physical location, and we were very fortunate to purchase the rest of the Spotlight land in July 2024, offering more wild places to explore than could ever have been dreamed of in 1988 in the lovingly repurposed laundry that was the first classroom.

It has been a year of consolidation in many ways, and we look forward to the future plans Master Planning Group will tempt us with, and the review of our Strategic Plan, so as to continue with our Mission of creating a harmonious school environment which fosters the balanced development of children.

As with each year, I am grateful for the effort made by everyone who prepared the reports for the Annual General Meeting. They read well and, to me, reflect a harmony amongst staff and confidence in one another in the workplace and educational purpose.

Thank you to each Director for reading the reports, for their ongoing contribution to Board meetings, and for attending Mandated Group meetings. I am very grateful to Alex Cunningham for taking on the role of Deputy Chair and stepping in already to fulfil my duties. Thanks to Vickie for all she does behind the scenes for the Board in addition to her other tasks. Thank you also to all the other volunteers on Mandated Groups and the Class Guardians for your time and expertise.

It isn't really possible to recognise Chrisanthi and Lee enough for the many years they have been on the Board. It seems so inadequate to say thank you for your efforts when you consider how many decisions they have been part of, and how much time they have dedicated to reading and deliberating for the best outcomes of this school. The strong position indicated in all reports is very much as a result of their commitment, amongst everyone else who has contributed.

We also said farewell to Nick Graham-Higgs and Lee Corbett in December, with thanks for their efforts as Directors.

I would like to thank our Management Team — Hallie Fernandez, Kristy Fontaine, Monique Watt and Reagan White. Recently at the Governance Leadership and Management conference in Canberra, I was again reassured how well Mumbulla School operates, and I especially applaud the thoughtful futureproofing and encouragement of skills development so that positions such as the new Business Operations Manager are possible.

Ingrid Mitchell
Chair of the Board
Mumbulla School for Rudolf Steiner Education

COLLEGE OF TEACHERS (COLLEGE) EDUCATION REPORT

SUSTAINING OUR FUTURE THROUGH OUR CORE VALUES

As I look back over the past year, I'm filled with both pride and genuine gratitude for what we've achieved together as a school community. At one point, I considered writing this reflection without explicitly mentioning our core values – but that idea didn't last long! The more I thought about the year's events, the more obvious it became: our values – **Creativity, Altruism, Wellbeing, and Freedom** – are the heartbeat of everything we do. They shine through every corner of our work, especially in our commitment to sustainability. They deserve to be celebrated just as much as the milestones themselves.



Big Wins and Green Dreams

Let's start with a moment we're still beaming about – winning the NSW Sustainable Schools Award! When we got the news, we wanted to shout it from the rooftops (and maybe we did a little). This award means so much to us—not just as a recognition, but as a celebration of the way we live our values every day.

Sustainability isn't a separate project here at Mumbulla; it's part of our daily rhythm. It's in our thriving kitchen garden, our thoughtful waste systems, and the way we teach and learn. It's the compost bins, the reusable lunch wraps, the students who remind us to turn the lights off. This award belongs to every member of our school community and we're so proud of the collective effort that made it possible.

Spirals and Sunshine: Moments That Moved Us

Our Winter Spiral was a shining example of warmth in the heart of winter – quite literally! Watching our students walk the spiral path, candles glowing in their hands, brought such a sense of calm, connection, and reflection. It's events like these that remind us of the quiet strength in community and the beauty of seasonal traditions. These moments are more than lovely, they help our students stay grounded, connected to nature, and aware of their place in the wider world.

And then came the Spring Fair, bubbling over with music, colour, and the joyful chaos of community spirit. It was one of those days where you couldn't walk five metres without bumping into a smiling face or a cleverly upcycled craft (love that tombola!). We saw creativity in full bloom, and, thanks to our zero-waste volunteers, we managed to keep our footprint small while our hearts (and fundraising totals!) grew big.

The Heart of Our School

Amid all the celebrations and achievements of the past year what stands out most are the people who bring this school to life. Our values of **Creativity, Altruism, Wellbeing, and Freedom** are more than just words in a Strategic Plan on our website; they're lived every day by our students, families, and especially, by our incredible staff.

Mumbulla is growing, and with that comes change but one thing we're determined to hold onto is our *small-town spirit*. It's the feeling that we've got each other's backs. Whether you're just starting out in your teaching journey or balancing the responsibilities of family life or elder care, we understand that life is complex and that real support matters.

If someone's running late because their toddler refused to put on shoes (again), someone else steps in. If a teacher needs to be with an ageing parent, we say: *go*. We trust each other. We show up for one another. We bring our full, empathetic selves into the classroom, and that makes us better educators, better colleagues, and better role models for our students.

When we prioritise the wellbeing of our teachers and staff, we're also prioritising the children. Because what we model – kindness, flexibility, humanity – is what we teach.



A Community with Purpose

Through all of this, our focus remains crystal clear: to provide a holistic, enriching education that nurtures the whole child – mind, body, and spirit. Our goal isn't just to teach facts, but to guide students in becoming compassionate, thoughtful, creative humans, ready to engage with the world meaningfully and responsibly.

Sustainability plays a big part in this journey. We want our students to leave Mumbulla not just knowing what's going on in the world but feeling empowered to make it better.

As Rudolf Steiner said:

"Our highest endeavour must be to develop free human beings who are able of themselves to impart purpose and direction to their lives. The need for imagination, a sense of truth, and a feeling of responsibility – these three forces are the very nerve of education."

Every moment, from muddy gardening gloves to seasonal celebrations has been made possible because of this community. Together, we are planting the seeds for a brighter, kinder, more sustainable future.

Reagan White

Education Manager
Mumbulla School

OUTCOMES AND RESULTS

In 2025, only four students in Class 3 and one student in Class 5 took part in the NAPLAN testing. The majority of parents opted out of the assessments for philosophical reasons, resulting in insufficient data for comparison. For more details, please visit the MySchool Website.

Mumbulla School employs a thorough system for assessing and reporting to parents, demonstrating our dedication to holistic education and continuous improvement:

- **Main Lesson books**, complete with teacher comments, are sent home at the end of each Main Lesson. Parents and carers are encouraged to provide feedback.
- **Ongoing Diagnostic Assessments** in Key Learning Areas are conducted in every class and inform the reports for both semesters.
- **Electronic written reports** are sent to families at the end of Terms 2 and 4.
- **Parent-teacher interviews** are available and encouraged in Terms 2, 3, and 4, or upon request by parents/carers.
- **Needs-based interviews** can be initiated by the class teacher, learning support teacher, specialist teachers, or parents/carers.
- **Class meetings** are organised throughout the year to discuss learning outcomes, teaching methods, child development, and the school's educational philosophy. This information is also provided in hard copy for those unable to attend or when meetings are held online.
- **Weekly Bulletin articles** are written by class teachers and specialist teachers, detailing current and upcoming class activities and the educational approach behind them.
- **Independent Learning Plans (ILPs)** are created for students identified by the class teacher and Learning Support teacher/s as having additional learning needs, with input from parents/carers.
- **Behaviour Support Plans (BSP)** are developed for students requiring behavioural support to ensure a safe and positive learning environment for all. These plans are created in line with the school's social welfare and behaviour management procedures and in consultation with parents/carers.

ENROLMENTS

	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Kinder	40	38	40	36	37	36	32	42	41	39	42	35
Class 1	22	26	23	26	23	22	23	25	26	28	24	26
Class 2	25	24	26	26	26	24	23	21	26	26	26	26
Class 3	22	26	24	26	27	27	22	26	20	26	27	26
Class 4	27	24	26	25	27	24	28	22	26	20	25	26
Class 5	24	27	24	26	25	25	22	27	25	25	20	26
Class 6	23	25	25	24	24	22	26	25	27	21	25	18
Total	183	190	188	188	189	180	176	188	193	185	189	183

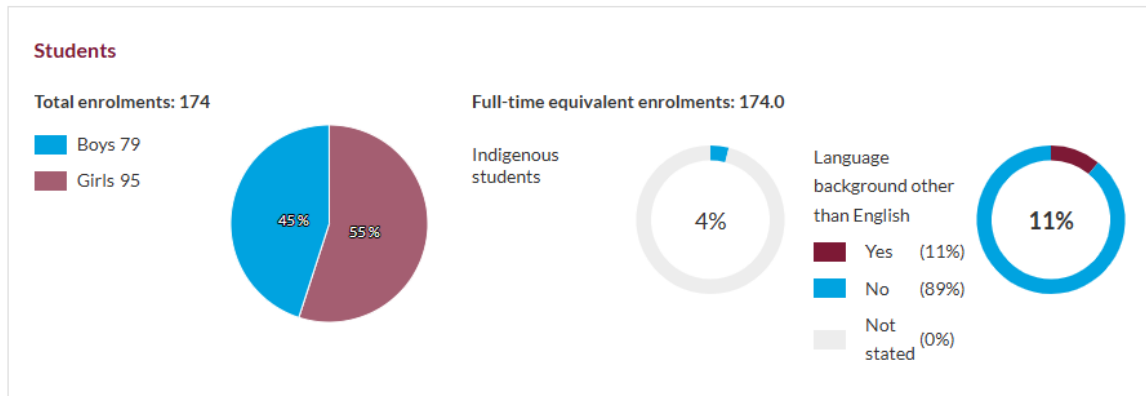
Notes on Enrolments (2025):

- The 2025 total enrolment is 183, which includes approximately 7 children in Kindergarten who have another year of Kindergarten so do not attract government funding.
- Kindergarten enrolments are lower this year, likely due to government-funded Preschool, which makes it more affordable for families to keep children in Preschool an additional year.
- The school is at full enrolment capacity for Kindergarten through to 2028 (which corresponds to Class 1 in 2029).
- There are currently 8 places remaining for Kindergarten 2029.

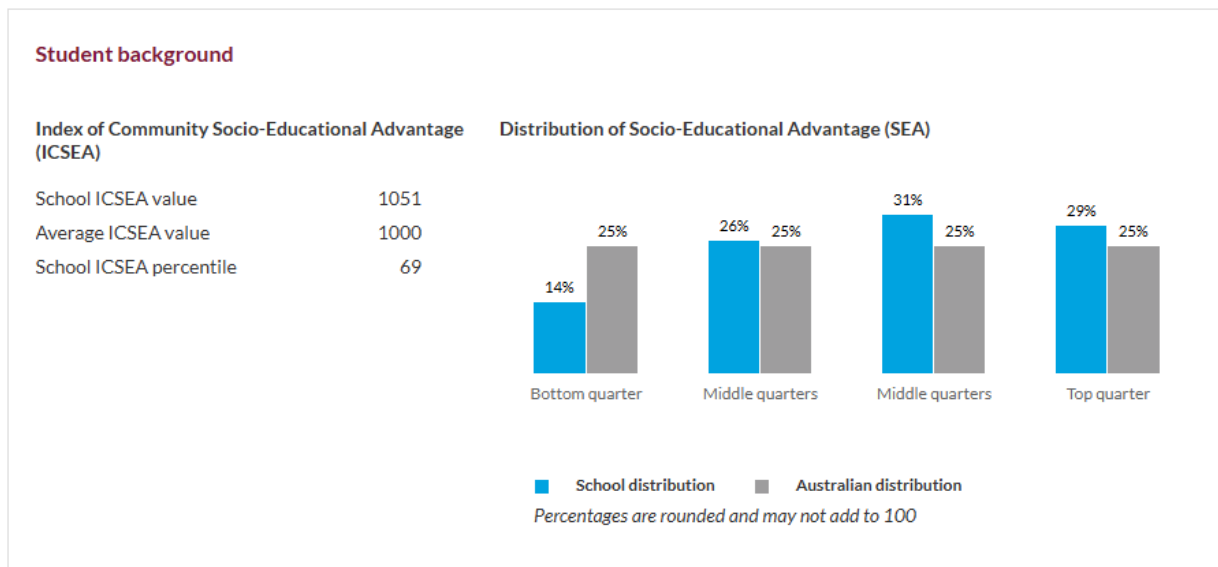
Playgroup Enrolments

Playgroup currently has 68 children enrolled, with an average of 10 children attending each session. There are 6 children on the formal waiting list – this figure includes only those who have submitted completed application forms and do not reflect the number of phone or email enquiries received. Additionally, 19 children who have previously attended are currently taking a break due to changes in family schedules or sleep routines. Demand remains steady, and interest continues to be strong within the community.

STUDENTS 2024



STUDENT BACKGROUND 2024



Reference: [MySchool Website.](#)

STAFFING

Workforce Composition

As reported on the Commonwealth Census reports, the Mumbulla School workforce composition is:

Category	Number of Staff
Teaching staff – head count	24
Full time equivalent teaching staff	13.3
Non-teaching staff – head count	26
Full-time equivalent non-teaching staff	14.2

During this period, none of our teaching or non-teaching staff identified as Aboriginal or Torres Strait Islander. However, we are committed to fostering diversity and strongly encourage First Nations teachers and staff to apply for positions as they become available.

Teacher Accreditation 2024/25

Level of Accreditation	Number of Teachers
Conditional	0
Provisional	1
Proficient	4
Highly Accomplished	9
Lead Teacher	0

Teacher Qualifications 2024/35

Category	Number of Teachers
Teachers having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or	13
Teachers having a bachelor's degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications	0

Mentoring and observations are key components of our professional development framework. Every teacher is paired with a mentor who conducts regular observations and provides written feedback, which is documented in the teacher's employee file. Additionally, formal appraisals are conducted by the Education Manager on an annual basis or as needed/requested.

PROFESSIONAL LEARNING (PL) AND CONFERENCES FROM JUNE 2024 TO MAY 2025

We continue to prioritise professional learning. It helps teachers and staff to develop their skills and improve their practices, creates a positive school culture, improves retention rates, boosts student achievement, and supports innovation. By investing in professional development, we believe we create a more effective and engaging learning environment for all. This list summarises the professional learning activities, workshops, conferences, and mentoring sessions undertaken by many educational staff

members. Each activity contributes to the professional development and growth of all educators within the school community.

Teacher/Staff Professional Learning 2024/25

Steiner	Mainstream
<ul style="list-style-type: none"> Primary Steiner Education Teaching through Melbourne Rudolf Steiner College. Steiner Early Childhood Association meeting, focusing on strategic planning and vital years conference preparation. Vital Years Conference GLaM conference and Business Manager Forum. SEA Delegates meetings Steiner Pedagogical Teacher Intensive Workshops Staff Eurythmy sessions 	<ul style="list-style-type: none"> AISNSW: Behaviour Support Planning and Multi-tiered System of Supports SEA: Andrew Hill NSW Environmental Education Conference Cert II Auslan Unpacking the science of reading Text fluency & reading comprehension Behaviour Management PD. Staff First Aid and Annual CPR training

Professional Learning Expenditure

Total (approx) from end May 2019 to end May 2020	Total = \$14,935 Course costs = \$13,050 Travel costs = \$1,279 Accommodation costs = \$606
Total (approx) from end May 2020 to end May 2021	Total = \$13,486 Course costs = \$13,226 Travel costs = \$220; Accommodation costs = n/a
Total (approx) from end May 2021 to end May 2022	Total = \$14,750 Course costs = \$14,610 Travel costs = \$140; Accommodation costs = n/a
Total (approx) from end May 2022 to end May 2023	Total = \$20,416 Course costs = \$18,332 Travel costs = \$2,084
Total (approx) from end May 2023 to end May 2024	Total = \$38,376 Course costs = \$23,342 Travel costs = \$15,034
Total (approx) from end May 2024 to end May 2025	Total = \$18,304 Course costs = \$14,735 Travel costs = \$3,569

STUDENT ATTENDANCE RATES

Routine and rhythm are an essential part of the school day at Mumbulla School, and punctuality is considered important. The school's [Student Attendance Policy and Procedures](#) clearly sets out the expectations of attendance and guidelines for following up unexplained absences. Attendance rates are similar to the 2023 data. The data for 2024 indicates a slight overall decrease from 89% in Semester 1 to 88% in Term 3. Indigenous student attendance dropped from 84% to 80% during this period, which may be influenced by winter illnesses.

Attendance is monitored daily by class teachers, the Front Office and the Education Manager. Parents/Carers are contacted via the school's Student Management System (Compass) in the morning to provide an explanation for any unexplained absence. This includes children who arrive late to school without an explanation from a parent/carers.

Student Attendance 2024

Semester 1

Student attendance rate	Percentage
All students	89%
Indigenous students	84%
Non-Indigenous students	89%

Term 3

Student attendance rate	Percentage
All students	88%
Indigenous students	80%
Non-Indigenous students	88%

Reference: [MySchool Website](#)

Student Attendance by Class 2024

Year group	2020 Attendance %	2021 Attendance %	2022 Attendance %	2023 Attendance %	2024 Attendance %
Class 1	89.81%	92.07%	83.32%	86.06%	91.29%
Class 2	91.50%	89.88%	84.43%	86.84%	87.24%
Class 3	90.51%	92.31%	83.34%	85.70%	90.11%
Class 4	94.10%	89.12%	84.67%	86.24%	91.44%
Class 5	90.54%	92.41%	81.06%	89.62%	84.00%
Class 6	90.02%	87.34%	84.24%	87.49%	87.04%
Whole School (Classes 1-6)	91.08%	90.58%	83.36%	87.00%	88.52%

The rates of attendance have not yet returned to our pre-covid attendance rates, but it is pleasing to see a continued upward trend.

SCHOOL POLICIES

Policies are regularly reviewed in consultation with individuals or groups who have a special interest in the policy under review. Updated policies are ratified by the Board of Directors.

All policies are available from the Front Office and public facing policies are on the school's website, www.mumbullaschool.com.au, for parents and other interested parties to read, including those listed below.

[CHILD SAFE POLICY](#)

[ENROLMENT POLICY AND PROCEDURES](#)

[ATTENDANCE POLICY AND PROCEDURES](#)

BULLYING PREVENTION AND INTERVENTION POLICY**STUDENT DISCIPLINE POLICY AND PROCEDURES****COMPLAINTS HANDLING POLICY AND PROCEDURES****SCHOOL DETERMINED IMPROVEMENTS**

Achievement of priorities for 2024 as identified in the school's 2023 Annual Report:

Priority areas for improvement in 2022

Area	2022 Priorities		2023 Priorities	
Teaching & Learning	<ol style="list-style-type: none"> 1. Fostering and Rebuilding School Community after COVID-19 2. Foster leadership opportunities in students 3. Build on teachers' interest in and commitment to teaching Sustainability 	<ol style="list-style-type: none"> 1. Achieved 2. Ongoing in the upper classes 3. Was not achieved – focus was on PL below 	<ol style="list-style-type: none"> 1. Fully implement and embed Child Safe Standards across all aspects of the school. 2. Review curriculum documents in preparation for new syllabus implementation 3. Build on teachers' interest in and commitment to teaching Sustainability. 	<ol style="list-style-type: none"> 1. Achieved 2. Achieved 3. Ongoing
Staff Development	<ol style="list-style-type: none"> 1. Continue to prioritise and maintain commitment to quality PL in Aboriginal and Torres Strait Islander history, culture and awareness 2. Encourage and facilitate NESA accredited PL – prioritise PL in the new K-2 Maths and English Syllabuses 	<ol style="list-style-type: none"> 1. Focus was maintained throughout 2022 2. Achieved and K-2 Syllabuses implemented in 2023. Positive feedback via registration 	<ol style="list-style-type: none"> 1. Child Safe Standards 2. Support teachers to achieve their Professional Learning Plan goals 	<ol style="list-style-type: none"> 1. Achieved and ongoing 2. Ongoing yearly
Facilities and resources	<ol style="list-style-type: none"> 1. Complete landscaping and install play equipment for the new Kindergarten playground 2. Review the Master Plan – prioritise old buildings, spaces between buildings and new teaching 	<ol style="list-style-type: none"> 1. Completed 2. Ongoing 	<ol style="list-style-type: none"> 1. Review the Master Plan – prioritise old buildings, spaces between buildings and new teaching spaces that are purpose built. 2. Complete a Feasibility Study for 	<ol style="list-style-type: none"> 1. Ongoing into 2024 2. Achieved. School not

	spaces that are purpose built.		Classes 7/8 at the school	proceeding with expansion
	3. Complete a Feasibility Study for Classes 7/8 at the school	3. Ongoing		

Priority areas for improvement in 2024 and 2025

Area	2024 Priorities	2025 Priorities
Teaching & Learning	Enhance teachers' engagement and dedication to teaching Sustainability. This was successfully achieved by being awarded the 2024 NSW Sustainable School of the Year Award, with a significant focus on composting in every class. A case study of our work is available online for reference.	Update our Strategic Plan and Master Plan. Continue and broaden our sustainability initiatives.
Staff Development	Focus on sustainability by closing the waste cycle at school, with an emphasis on composting.	Continue and broaden our sustainability initiatives.
Facilities and resources	Review and prioritise the Master Plan, focusing on renovating old buildings, improving spaces between buildings, and creating new, purpose-built teaching spaces.	Review our Strategic Plan and update our Master Plan.

INITIATIVES PROMOTING RESPECT & RESPONSIBILITY

Creating a positive and inclusive school environment hinges on fostering respect and responsibility. Here are some of the initiatives we have in place to uphold these values:

Positive Behaviour Support: We focus on encouraging positive behaviour and reducing negative actions through proactive support. Each class teaches and reinforces positive behaviours, sets clear expectations, and applies consistent consequences for negative actions, guided by our Behaviour Support and Bullying Consequences Action Plan Summary Sheet.

Restorative Practices: Our restorative practices, inspired by restorative justice principles, aim to mend harm, restore relationships, and build a sense of community. These practices, utilised by both teachers and the school counsellor, include circle meetings, peer mediation, and conferencing to resolve conflicts and nurture positive relationships.

Moral and Ethical Development: We nurture students' moral and ethical values such as respect, responsibility, honesty, and compassion. This is achieved through classroom lessons, assemblies, and activities designed to foster positive character traits.

Student Leadership: We provide opportunities for students to take on leadership roles and responsibilities within the school community. This includes our buddy program, Class 6 students lead assemblies, and various service projects that promote responsibility and respect. Additionally, we have a My Voice Matters box in the Front Office where students can make suggestions, voice concerns, and participate in decisions affecting them at school.

Student Welfare: Our student welfare programs, BounceBack! and Smiling Minds, aim to prevent and address mental health issues and disrespectful behaviours by promoting positive attitudes and behaviours. We also have a School Psychologist on campus working with students five days a fortnight. Promoting respect and responsibility involves a comprehensive approach that includes teaching positive behaviours, setting clear expectations, providing consistent consequences, and fostering a positive and inclusive school culture. By implementing initiatives like positive behaviour support, restorative practices, moral and ethical development, student leadership programs, and a focus on student welfare, we create a safe and welcoming learning environment for all students.

Respect and responsibility are fundamental values embedded in everything we do at Mumbulla School. Teachers and staff are encouraged and supported to model respect for themselves, others, the environment, and the community. Responsibility for actions, behaviour, belongings, and personal learning is integrated throughout the curriculum and reflected in classroom management. Signs outlining the school's rules are displayed around the campus to remind children, staff, and parents of their responsibilities.

PARENT, STUDENT & TEACHER SATISFACTION

The satisfaction and engagement of parents, students, and teachers remain essential to the success and sustainability of Mumbulla School. In 2024, this strong foundation continued to be evident across our community, reinforcing our commitment to holistic education, collaborative culture, and open communication.

The 2024 Parent Survey received 59 responses, offering valuable insights into the parent experience and school-community connection. Results show that families continue to feel welcomed (96%), informed (91%), and deeply appreciative of the school's nurturing ethos, creative curriculum, and strong teacher-student relationships.

Students continue to demonstrate satisfaction through a strong sense of belonging, pride, and enthusiasm for school life. Low student turnover, consistent waitlists across year levels, and positive anecdotal feedback from families affirm that students feel safe, supported, and engaged in their learning.

Staff morale and retention remain strong in 2024/25, with Mumbulla continuing to benefit from a stable and dedicated teaching team. The school's unique blend of creative freedom, collegial support, and access to both mainstream and Steiner-specific professional development contributes to high levels of job satisfaction. Teachers report feeling recognised, valued, and supported in their roles, with a shared commitment to student wellbeing and the school's educational philosophy.



2024

Staff



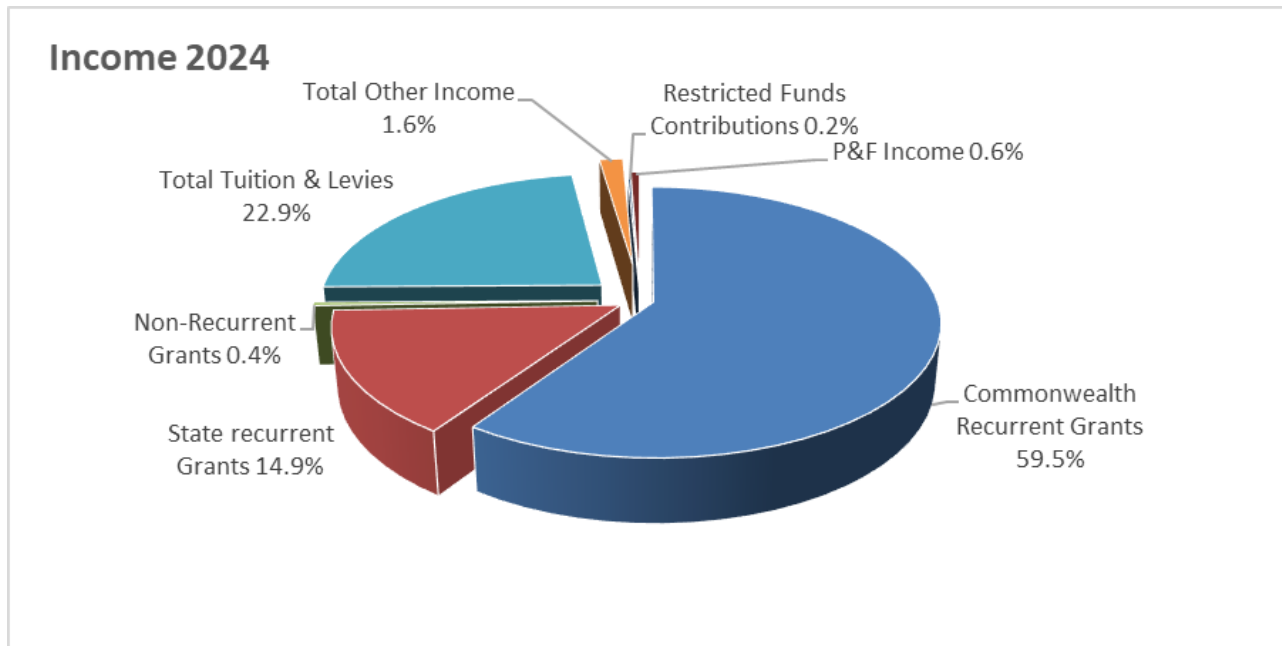
Front Group: Ally Madden, Jade Rosskelly, Rachael Driessen, Lee Slater, Sophia Wilcox, Dan Scollay, Vickie Goldsmith, Nancy Mendes dos Santos, Kristy Fontaine, Kristy Lennon, Tahlia Watt-Meek, Kate Benedyka, Chrisanthi McManus, Matt Merrill
Middle Group: Niles Farram, Megan Brens, Phoebe Turner, Tjenka Murray, Annabelle Ciufo, Cathy Jones, Rachel Alves
Top Group: Reagan White, Jess Wasikowska, Jane Andrew, Monique Watt

Daisy Hill Photography

Photo: Daisy Hill Photography

Financial Information 2024

This is a summary of income and expenses explaining the financial foundation of our school.



The above graph represents Mumbulla School's revenue sources for the 2024 calendar year.

The *Federal and State Recurrent Funding* are represented separately, however combined, contribute to 74.4% of total income sources. Non-recurrent *Grant Funding* is for special programmes that we receive funding for.

Net Tuition Fees represent all tuition and levies from parents/guardians including:

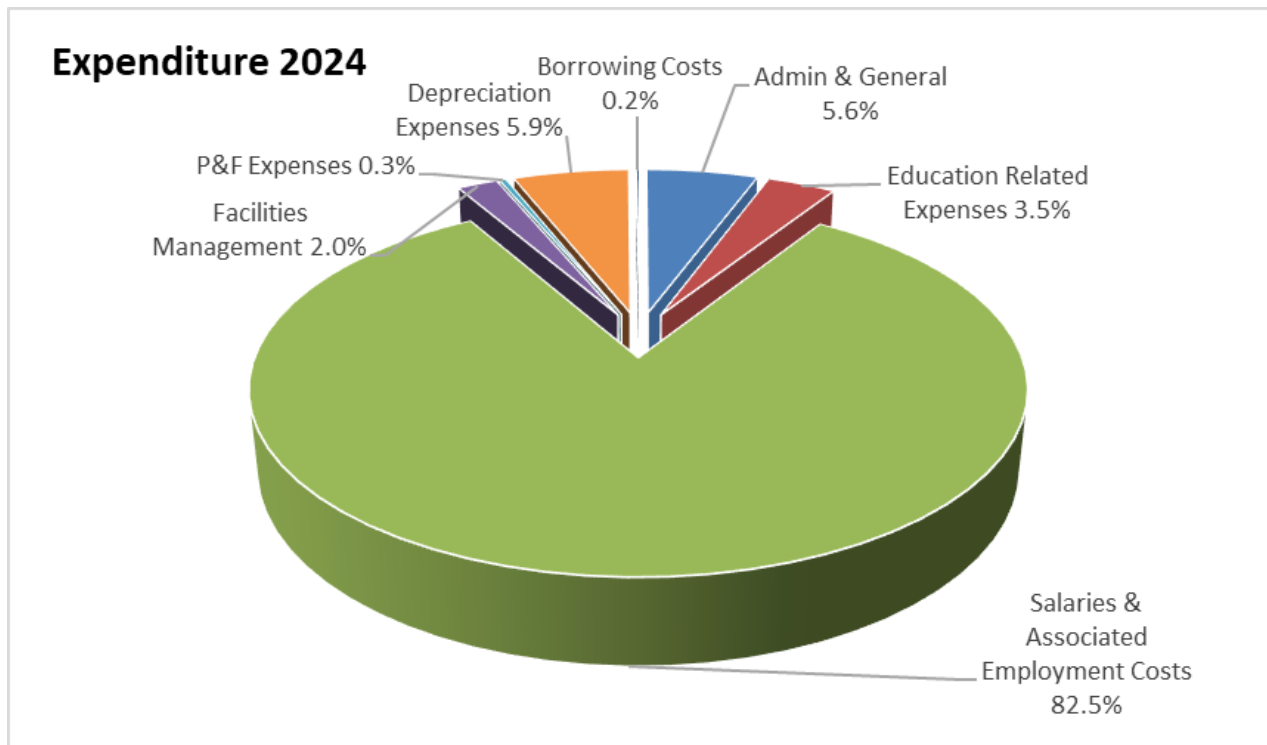
- activities
- excursions
- sport
- music
- performance
- building & grounds maintenance fees
- Discounts on fees for siblings and fee relief for financial hardships

Other Income includes interest, private donations, and sundry income (ie registration fees, facilities hire).

P&F Income relates to sales of items in the Front Office and special fundraisers, including the Spring Fair.

We have noted the Building and Scholarship Funds donations as the *Restricted Fund Contributions*. They are placed into Deductible Gift Recipient Funds, therefore, separated from general donations.

This graph represents the School's expenditure distribution for the 2024 calendar year.



Salaries and Associated Employment Costs are the greatest expense which includes teachers, specialists, class assistants, management, administration and facility staff. This also includes any expenditure for superannuation, workers' compensation insurance and provisions for Long Service Leave and Annual Leave.

Education related expenses compose all class activities, excursions, sports programmes, music ensembles, class stationery and materials and school wide events like the Festivals.

Facilities Management relates to all costs associated with maintenance, repairs, cleaning and utility costs.

Borrowing costs relate to the interest paid on our school debt.

Administrative & General relate to all administrative, financial, legal costs, insurance, memberships, professional development, travel & Information, Communications and Technology (ICT).

P&F relate to costs of items sold through P&F cupboard and directly related to special fundraisers.

Capital expenditures, not represented in the chart above, are purchases made that become assets for the school eg. library books, new computers, equipment, musical instruments, furniture & fittings, grounds and building improvements. The capital expenditure this year included musical instruments, readers & library books, classroom desks, other educational resources, equipment for students with special needs, playground equipment, and ICT computer hardware.

The School's Board of Directors, in conjunction with the College of Teachers, strives to preserve a quality educational school. Fees are maintained as low as possible. We offer our community a variety of interest free payment options and provide short term fee relief upon request for families who find themselves in need.

Hallie Fernandez
Business Manager