

# Annual Report 2024



*We grow minds and  
nurture character –  
guided by the Torah*

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## Theme 1 – Context; Messages from key school bodies

### College Principal: Rabbi Yaacov Chaiton

#### Reflecting on a Year of Growth Through Our Values

At Kesser Torah College, we pride ourselves as being a values driven school. We judge ourselves by how well we have lived and transmitted our four foundational values: *Emunah* (Belief), *Da'as* (Lifelong Learning), *Derech Eretz* (Refined Conduct), and *Arvus* (Moral Responsibility). These values guide our daily decisions, shape our culture, and provide the framework through which we reflect on our progress.

#### **Emunah – Belief**

In 2024, *Emunah* was more than a value - it was a living force throughout our school. From classroom practices to strategic decisions, we have strived to foster a deep and enduring belief in Hashem, in Torah, and in the unique potential of every child.

Our Jewish Studies learning program continues to thrive, setting new benchmarks in ensuring that students graduate with genuine fluency and literacy in their Jewish heritage. This is unique here in Sydney. We are building learners who can access, understand, and love Torah in all its depth - who are not just exposed to Judaism, but rooted and literate in it.

This belief was also felt in the powerful informal Jewish experiences provided throughout the year - including the Girls' High School Camp, regular shlichos visits, Tishrei programming, and dozens of guest speakers such as Chief Rabbi Lau, Rav Rimon, Tuvia Book, and survivors and released hostages from October 7. These events inspired pride, faith, and unity.

In response to the tragic events in Israel, our school-wide commemorations and learning initiatives helped students process these events through a Jewish lens of resilience and hope. The 7 October commemoration boxes were particularly meaningful and widely appreciated across the community.

#### **Da'as – Lifelong Learning**

The growth in our academic culture has been profound. This year we expanded our focus on lifelong learning by launching Instructional Coaching in both the Primary and High Schools - creating a culture of reflective practice and continuous improvement.

Our data-informed teaching approach, centred around PAT testing, was streamlined and embedded across the school, helping teachers tailor learning to student needs. Staff were sent for professional development on how to interpret and act on the data meaningfully.

The Chidon Torah competition has grown to over 150 participants, with students undertaking deep and independent Torah learning outside classroom hours. The commitment is extraordinary - many students even sat exams during summer holidays. This is a testament to our culture of lifelong learning and spiritual aspiration.

Torah VR brought Jewish history alive in a transformative way, allowing students to explore the Beis Hamikdash with immersive clarity.



HSC outcomes have been very pleasing, subject offerings have broadened, and study skills programs such as Elevate were introduced for Years 9–11. All of this signals a maturing academic environment that values absolute excellence.

#### **Derech Eretz – Refined Conduct**

The cultural shift in student behaviour, uniform, and general conduct - particularly in our high schools - has been significant. We are seeing students rise to higher expectations, understanding that order and dignity create better spaces for learning and growth.

The URStrong Friendship Program, introduced in our younger years, provided students with practical, age-appropriate tools for managing friendships with kindness and respect - further embedding *Derech Eretz* into the social life of our school and in the High School, a comprehensive wellbeing program was delivered.

Our continued delivery of child protection education reinforced healthy boundaries, accountability, and safety. This work ensures our students are both protected and empowered.

#### **Arvus – Moral Responsibility**

The sense of *Arvus* — that we are all responsible for one another — permeated much of what we achieved this year. Our ICARE volunteer program saw every Year 9 student and 85% of Year 10 boys complete service hours across the community, totalling over 700 hours of meaningful contribution. The initiative has grown not just in scale, but in spirit.

As part of *Arvus*, special mention must be made of the incredible collegiality among our staff. Across all sections of the school there has been a noticeable rise in collaboration, respect, and teamwork. This unity among staff strengthens our ability to serve students and families with excellence and care.

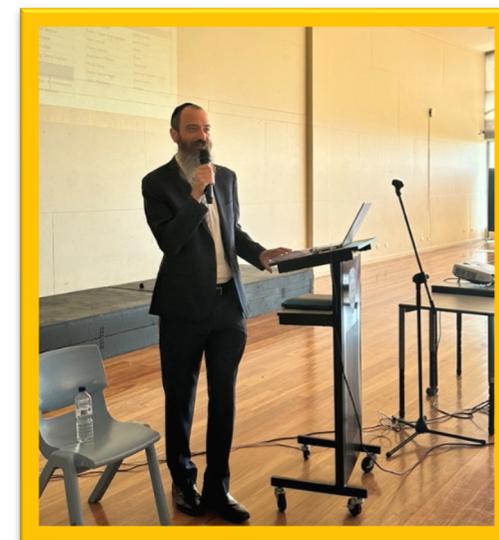
Sports programs also flourished, with our AFL and Rugby teams securing major wins in their respective grand finals, showcasing not just skill but sportsmanship and school pride.

Overall, our school is BH experiencing sustained growth in enrolments, retention, and community interest. Many classes are at capacity, and the demographic of families considering KTC continues to expand. Our vision and values are clearly resonating. We thank Hashem for all these continued brochos.

As we look to the future, our values will remain our guiding light. They call on us to grow with integrity, to lead with purpose and to teach with heart.

To our dedicated and inspiring teachers - thank you. You are the heart of this school, and it is through your care, talent, and unwavering commitment that our students grow into thoughtful, capable, and values-driven individuals. Your work each day - in classrooms, corridors, and beyond - shapes lives in ways that cannot be measured.

To our wonderful parents, thank you for your trust and partnership, and to our leadership, admin, support staff, and Board of Management - your steadfast support enables our teachers to thrive. Together, we are building something truly extraordinary. May we continue to go from strength to strength!



## Theme 1 – Context; Messages from key school bodies

### President of the Board of Management: Shaul Schapiro



#### A Year of Growth and Connection at KTC

This past year has presented significant challenges for the people of Israel and Jewish communities worldwide. Yet, from these difficulties, we've witnessed an extraordinary coming together within the Jewish community, marked by an unprecedented connection to Torah and Mitzvot. At KTC, we've mirrored this growth, reaching a major milestone with 600 students enrolled across our ELC through Year 12. As a leading centre for Torah learning in Sydney, we remain dedicated to enhancing our children's education and making a positive impact on the broader community.

Our young and dynamic leadership team, led by Rabbi Chaiton, continues to guide our talented and caring educators. Their dedication spans all areas of the school, from academics and sports to informal Jewish education and our wide range of extracurricular activities. I want to personally, and on behalf of the entire school, extend our deepest gratitude to our Leadership Team and dedicated staff for everything they do for our children.

I would also like to express a huge thank you to Leslie Shnier, who led our ELC from 2019 until the end of 2024. Under her remarkable leadership, we saw tremendous growth across all aspects of our Early Learning Centre. We are thrilled to announce that Ilana Leibman, who served as our educational director and led enrolments last year, has been appointed as the new ELC Director. After many years of significant growth, our ELC largely reached capacity in 2024. To meet the increased demand, we've embarked on the final stage of refurbishment, adding a new classroom, slated for completion in early 2025.

We are profoundly indebted to our donors who generously support our fee assistance and other vital school programs. The KTC Foundation, expertly headed by Meir Moss and Tania Cohen, continues to expand our support base within the community. A special thank you is also due to the Education Heritage Foundation and the JCA, who consistently provide cornerstone support to our school each year.

Thank you for choosing to partner with KTC! We're dedicated to **growing minds and nurturing character, all guided by the Torah**. Together, we can provide our children with all the keys they need to become successful, engaged, and contributing members of both the Jewish and wider communities.



## Theme 1 – Context; Messages from key school bodies

### Head of High School: James Mulhall



It is with tremendous pride in our students that I reflect on the past academic year. It has been a year of noteworthy achievements, both for our students and staff, as we continue to grow the minds and nurture the character of the young men and women in the school.

Our Year 12 class of 2023 achieved excellent results in the HSC exams. It is worth noting that our students began their examinations in the immediate aftermath of October 7 which had a profound impact on their ability to prepare and revise for the exams. They achieved above and beyond our expectations. The individual accolades have been well documented but I would like to commend the entire year group on their outstanding performances by which they have done themselves and their families proud.

It has also been a record-breaking year in terms of University access for Kesser Torah graduates, with an increasing number of students gaining entry to their course of choice through both the ATAR and Early Entry Pathways. Our Careers Adviser worked closely with students throughout the year, providing tailored support and information on various tertiary pathways. This year, more than ever, students took advantage of Early Entry Programs, which provided them with greater certainty about their future direction.

In the middle years, we once again saw students performing consistently above the national average in the NAPLAN tests. These results are the by-product of a school wide focus on literacy and numeracy, coupled with our commitment to providing targeted support and resources to students in need. I recognise the outstanding commitment of our Teaching Staff and in particular our Learning Enhancement team for their role in this.

On the co-curricular front, the expansion of sport at KTC has continued unabated. This year saw record numbers of students engaging in a variety of sports, representing the school with pride and determination. I am always impressed with the way our sporting teams play on the sporting field: with an intense competitiveness but a strong focus on sportsmanship and good character. Under the leadership of Jake Cassell, our Sports Department has worked hard to make these opportunities available, and the student engagement has shown how successful this endeavour has been.

Behind the scenes, our Teaching Staff have commenced working on an exciting professional development program throughout the year. Staff have been working in cross-faculty teams throughout the year where they have undergone a process of mentoring and coaching. This has involved goal setting around specific areas of their practice followed by lesson observations and reflections. Staff have found this process incredibly worthwhile in both the Jewish Studies and General Studies teams.



## Theme 1 – Context; Messages from key school bodies

### Head of Jewish Studies: Rabbi Yehuda Spielman



As we stand on the threshold of another inspiring year, it's a fitting moment to reflect on the Jewish studies that have enriched our high school journey. The classrooms at KTC have been much more than places of academic learning; they have served as sacred spaces for exploring the wisdom and depth of Jewish life and tradition. The success of our educational and experiential journey rests on the shoulders of our remarkable teachers. KTC is truly fortunate to have a dedicated teaching staff, and we extend our deepest gratitude for their commitment and tireless efforts in nurturing our students with such care. In addition, the Jewish Studies Program is supported by our wonderful Shluchim/os, that connect the knowledge of the classroom to the excitement of fun

learning and programs that solidify the formal program.

In the Boys' High School, Gemora classes were organized to meet the diverse needs of our students, from those new to Gemora to those advancing as independent learners. We are proud of our Gemora students' achievements.

Additionally, the level of learning achieved by many of our Gemora students allowed them to receive a list of references to pre-study before the teachers presents a lesson based on that pre-learned knowledge. The boys had a chance to get tested on their reading of the prescribed Gemora for various incentives for their hard work and achievements.

This year, the Year 7 boys had a meaningful experience participating in the Bar Mitzvah program. The program focused on relevant halachos and hands-on, practical Jewish experiences, culminating in a special Sunday morning breakfast for the class. Under the guidance of Rabbi Barber, the program was a success.

The GHS, students continued to advance their skills and knowledge through the skills-based Chumash program, which emphasizes learning the values and behaviors outlined in the Torah. Each year group has specific vocabulary goals and focuses on developing both Chumash and Rashi skills. Additionally, the Year 10 girls created inspiring Heritage projects, sharing the life stories of individuals close to their hearts and visiting the Sydney Holocaust Museum. Many students also enjoyed the Gemora program offered to Year 11 and 12 girls.

To deepen our connection to Yiddishkeit, we continued to build on our exceptional informal Jewish experience programs. The vibrancy and success of these programs were greatly enriched by the dedicated Shluchot at GHS and Shluchim at BHS, working under the leadership of Chaya Gourarie, Head of Informal at GHS, and Michael Berkowitz, Director of KTC informal. Together, they organized outstanding programs and events that created lasting memories and forged bonds that will endure for a lifetime. In



these shared moments of joy, reflection, and service, our understanding of Judaism evolves from an academic pursuit into a meaningful, lived experience.

Here is a glimpse of some incredible events that took place in the High School:

- Shabbaton/School Camp
- Banquets honoring special Chabad days
- Personal growth "hachana" programs
- Challah Bake
- Students and Ladies Learning Event
- Father and Sons Learning Event

Israel Advocacy, Special Programs, and Guest Speakers:

Extra prayers, along with daily Tehillim, were dedicated to the safety and security of Israel and Am Yisroel. Special days included Israel Day, Yom Yerushalayim, Ivrit Day and October 7th Commemoration Day that included a take home 'light box' that was equipped with significant and meaningful items and Mishnayos to appropriately use on the yahrtzeit on Shmini Atzeres.

This year, we had the honor of hosting several prominent guest speakers, including:

- Chief Rabbi of Israel, Rabbi Dovid Lau
- Chief Rabbi of Mizrahi Harav Yosef Zvi Rimon
- Freed hostage, Liam Or
- Charlotte Korchak from Stand With Us
- Chavi Israel from The Empowered Jew
- Tuvia Book

For Yom Hashoah, we were privileged to hear from Dr. Kitty Lowinger, a Holocaust survivor who shared her inspirational life story, values, and lessons with us.

We were also honored by the presence of Rabbonim, Principals, and leaders from the Yeshiva and Seminary world, who visited our school to give lessons and talks to both GHS and BHS students. These included Harav Rimon, Dr. Yocheved Debow, Rabbis Tabori, Rosensweig, and Glatstein, as well as the Lifnai V'lifnim teachers, Robert Kremnizer, and Louis Goldstein. As we turn the pages of this yearbook, let's not only remember the formal lessons within our classroom walls but also cherish the informal moments that have deepened our personal connections to Yiddishkeit. Together, these experiences have prepared us for a future where our Jewish identity is not just a part of our past, but a guiding light for the journey ahead.



## Theme 1 – Context; Messages from key school bodies

### High School Student Welfare: Rabbi Berel Light, Megan Rottenstein and Karlee Martyn



2024 was a year of consolidating foundations built in 2023. Welfare initiatives were led by our Heads of Welfare, Megan Rosettenstein and Rabbi Light, in consultation with our school psychologist, Karlee Martyn.

This year we welcomed Emma Davidson into the welfare space as the Assistant Head of Welfare in the Girl's High School, and Blake Walsh was appointed to this role in the Boys' High School. Additionally, we maintained our vertically-streamed House structures, supported by:

**GHS:** Sylvie Wilson, Rachel Chapman, Stephanie Perch (acting. Aoibhinn O'Brien in Term 4)

**BHS:** Jake Cassell, Blake Walsh, Callum Richardson

Each morning, House Coordinators met with their Houses for daily check-ins and to develop a deeper connection with their students. The goal for House time is to provide regular structure and anchoring through their schooling career.

In the Welfare space, our welfare curriculum continued to be supported by Wellio to help build greater emotional literacy and life skills. Year 7 completed this training on a weekly basis as part of a greater orientation to high school.

Some highlights in the Welfare space this year included:

- Junior Students Police Talks
- Senior Students Career Fair and JCA Leadership Day
- Together for Humanity incursions
- Kinder World excursions
- Black Dog "Bite Back" incursions
- Headspace "R U OK Day" incursions
- All High School Girls Wellbeing afternoon
- In-House competitions
- Child protection and consent talks (from developmental and Hashkafic stances)
- Hangout Wednesdays friendship group



We have been busy planning our Welfare initiatives for 2025 - which look to be as exciting and successful as the year that has been. We thank our amazing welfare team, and look forward to strengthening and building upon our current Welfare system in 2024.

## Theme 1 – Context; Messages from key school bodies

Head of Primary: Levi Milecki



The word ‘Chinuch’, education, shares the same root with ‘Chanukas HaBayis’, the dedication of a home. True Chinuch is about laying solid foundations. Just as a home is built with planning, care and structure, so too, a child’s education must begin with a focus on building a strong foundation. It’s these foundations, the Torah, Mitzvos, routines, expectations and values, that shape how a child learns, behaves and grows.

This year, much of our focus was on strengthening these foundations. From the introduction of clear, whole-school behaviour procedures, including transitions, ‘Four by the Door’, walking on the left, and post-break routines, to a strong emphasis on staff professional learning, we set out to refresh and realign our school culture with clear expectations, calm routines, and a shared vision for excellent learning and behaviour. These changes have had a significant impact, leading to calmer classrooms, more focused learning, and a school environment where teachers can teach and students can thrive.

At the same time, we introduced our new Smooth Sailing program, designed to ease the transition into Primary School for our incoming Kindy children and their families. Through careful planning, music, sport,

buddy visits, and connection with staff, we ensured that those foundational first impressions were warm, supportive and empowering.

Another major priority this year was deepening our understanding of how children learn. We invested heavily in teacher professional development around Cognitive Load Theory, memory, behaviour, and student engagement. These sessions sparked rich professional conversations and translated into more intentional, evidence-informed teaching practices in the classroom.

Alongside these school-wide foundations, 2024 was also a year of meaningful learning experiences that brought our curriculum and Jewish values to life.

The Tishrei Art Experience was a powerful integration of Jewish themes and visual art. Under the guidance of Mrs Ambarchi, each year level explored a different concept connected to the month of





Tishrei, using a distinct artistic medium such as dot painting, weaving, or pastels. The event culminated in a stunning gallery-style evening that celebrated the students' creativity, Jewish identity, and their connection to Torah in a truly meaningful way.

Book Week was reimagined as a vibrant celebration of both Jewish and General literacy. Parents joined their children in the classroom for engaging reading-based activities that brought together storytelling, comprehension, creativity and Torah themes, highlighting the joy of reading across all areas of learning.

Our Bas Mitzvah program was significantly enhanced with additional lessons and events, supporting our Year 6 girls in a journey of growth, reflection and connection. An important addition was the Father–Daughter Learning Evening, which created space for meaningful conversation, shared learning, and a deepened bond between fathers and daughters. For the first time, we combined the Bas Mitzvah celebration with the Year 6 Graduation, allowing both parents to be part of this important milestone.

A standout initiative this year was our new Year 6 Graduation Project, where students honoured a family member whose life-story resonated with them. Combining research, reflective writing, Jewish learning and presentation skills, the project culminated in a meaningful Graduation Celebration where students proudly shared their learnings.

Throughout the year, our students continued to develop not just in knowledge, but in character. The URStrong friendship program empowered students with language and tools to build healthy relationships, manage conflict, and grow in empathy and maturity. From Friendship Days to classroom lessons, we saw real growth in emotional resilience and social confidence.

And through it all, we remained focused on learning and meaningful growth. From Kriah and Chumash to writing, maths, science, Tefillah, and the arts. Across both Jewish and General Studies, students made real progress in their skills, deepened their understanding and knowledge, growing as thoughtful, capable and engaged young learners.

To our incredible teachers; thank you for your care, commitment, and the energy you bring into the classroom each day. To our teacher aides and support staff; your care, concern, and connection with students make a long-lasting difference and impact. To our admin and maintenance teams; your consistency and quiet support keep the Primary School running smoothly.

And to our parents; thank you for your trust, your partnership, and for walking this journey with us.

## Theme 1 – Context; Messages from key school bodies

Deputy Head of Primary School: Hannah Trenowden



2024 has been an exciting year at Kesser Torah College! Our students and teachers have explored new ways of learning, growing, and succeeding together. Here are some highlights from the year:

### **Making Assessments Work for Us**

This year, the General Studies teachers have been exploring the best practice in assessment to help every child shine. From quick check-ins during lessons to standardised tests like the ACER PAT, the goal has been the same: understanding how each student can reach their full potential and tailoring teaching to help them succeed.

### **Exciting Enrichment Opportunities**

Our Maths Enrichment Program has gone from strength to strength! From solving tricky problems in the Maths Olympiad to cracking codes in the Bebras Computational Thinking Competition- our high-potential mathematicians have been challenged and inspired.

### **A Magical Book Week Morning**

This year's reinvented Book Week Morning was a roaring success! Students, staff, and parents came together to celebrate the joy of reading with creative costumes, interactive literacy lessons, and a K-1 parade that brought our favourite book characters to life. A special highlight for many was spending time in the classrooms, where parents could share a learning experience with their children and see firsthand the magic that happens every day at KTC.

### **New Curriculum Adventures**

This year, teachers continued to work hard to update teaching programs in line with the new NSW Maths and English curriculum. The result? Lessons that are fun, creative, and based on the latest research that informed ways that students learn best. In 2025 we will start to learn about, and prepare to implement, the most recently updated K-6 syllabus in Science, PDHPE, Creative Arts and HSIE.

### **Supporting Our Amazing Teachers and Support Staff**

At KTC, we believe learning never stops—not just for students, but for teachers and teacher aides too! From new teachers starting their journey to experienced educators aiming for even greater heights, the team has been supported with training, resources, and accreditation opportunities. We are all lifelong learners!

It's been a year full of achievements, curiosity, and teamwork. We're so proud of all our students and immensely grateful to the teachers for their hard work. We can't wait to see what next year brings. Here's to more learning, growing, and thriving together at KTC!

## Theme 1 – Context; Messages from key school bodies

### Head of Primary School Learning Support: Wendy Altman



At the heart of exceptional education is meaningful progress; academic, social, and emotional. In 2024, the Kesser Torah College Learning Centre once again upheld a gold standard of teaching and learning by continuing our commitment to educational excellence and holistic student development. This was reflected in our targeted support programs, data-informed teaching practices, and a dedicated team committed to delivering supportive, high-impact teaching and learning.

#### Key Outcomes

- **100%** of Learning Centre students demonstrated measurable gains in literacy.
- **92%** improved by **one year or more** in reading, comprehension, and/or spelling.
- **63%** improved by **two years or more**.
- **17%** achieved growth of **three years or more**.
- **Qualitative data** showed improved student confidence and classroom engagement across the board.

*Note: While students without learning difficulties typically make one year of academic progress per school year, any progress made by students with additional learning needs is a testament to the effectiveness of targeted learning support.*

#### Program Highlights

- **Inclusive Sport:** A new partnership with the *Maccabi All Abilities* program supported inclusive participation in Physical Education by ensuring that all students meaningfully engaged in their sport lessons.
- **Recognition of Growth:** At our end-of-year awards ceremony, selected students from the Learning Centre were honoured with the *Most Improved Student* award — a new tradition that will continue.
- **Enhanced Attention Support Strategies:** An increased range of classroom-based tools, including chair bands, fidget resources, and increased teacher aide support were implemented to assist students to maintain attention and foster self-regulation.
- **Professional Development:** Weekly Learning Support meetings were used for ongoing training in current best practices, reinforcing a culture of continual learning and reflection. All staff participated in a ‘Seven Steps’ professional writing workshop.
- **Parent Collaboration:** Fortnightly email updates were introduced to keep parents and teachers informed of each student’s literacy focus areas, participation in Learning Centre programs, and suggested activities for at-home reinforcement. This initiative has further strengthened the partnership between home and school.



- Active Learning Resources: To promote movement-based learning, we introduced innovative tools such as a mini punching bag, gym balls, and a child-friendly dart board, successfully blending physical activity with academic support.

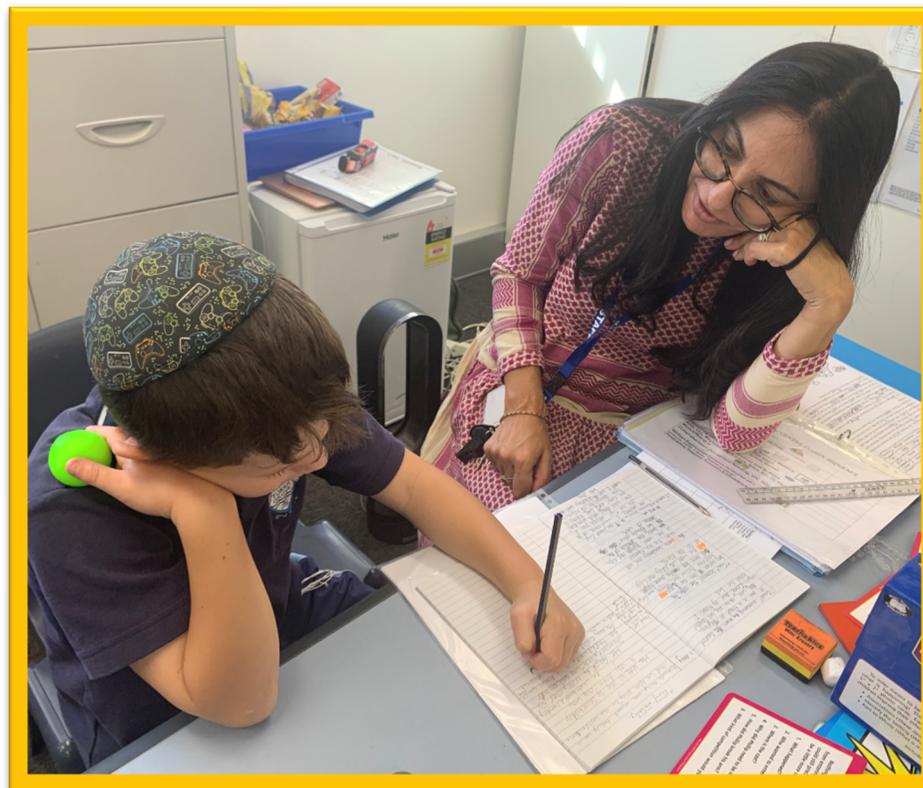
### Student Voices

“When I graduate, the Learning Centre will always be in my heart and memories.” – *Year 4 student*

“The Learning Centre is fun. We do active games and activities that help me focus and finish my work. I like seeing how other students learn differently.” – *Year 6 student*

“I love the fidgets, the teachers, and the work that we do. The teachers are so nice even when I don’t understand something. They explain things in a way I get — it’s never too hard.” – *Year 3 student*

The collective effort of our leadership team, welfare team, classroom teachers, and parents all contributed meaningfully to the success of our Primary Learning Centre. A heartfelt thank you to our Learning Support team for their unwavering commitment, dedication, and compassion. It is a privilege to work alongside such a passionate and inspiring group of educators.



## Theme 1 – Context; Messages from key school bodies

### Primary School Student Welfare: Marie Smith



At KTC, student wellbeing continues to be a central focus in fostering a safe, respectful, and supportive environment for all our learners.

#### URStrong Friendship Program

Our continued implementation of the URStrong Friendship program remains a key feature of our wellbeing curriculum. Students are engaging in meaningful lessons that teach the foundations of healthy friendships, effective communication, and conflict resolution. These tools are helping to build confidence and emotional resilience across all year levels.

#### Manners, Respect, and Kindness

A deeper understanding of everyday values such as manners, respect, and kindness has been a strong focus in classrooms. Students are learning how to actively use these principles in their daily interactions, with staff reinforcing these behaviours through reflection, modelling, and positive feedback. These qualities are forming the basis for a culture of Derech Eretz that we aim to grow throughout the school.

#### Friendship and Lag BaOmer House Day

One of the highlights of the term was our recent **Friendship and Lag BaOmer House Day**—a vibrant and engaging day of team-building, learning, and fun. From Kindergarten to Year 6, students worked together in their house groups through a range of friendship-focused and Lag BaOmer-themed activities. The day was filled with energy, laughter, and a real sense of unity across the school. While it was certainly an exhausting day, the positive buzz and spirit of togetherness made it all worthwhile.

As always, we thank our staff, students, and families for their ongoing support and commitment to student wellbeing. Together, we are nurturing a school environment where every child can flourish.



## Theme 1 – Context; Messages from key school bodies

Head of Early Learning: Ilana Leibman



As 2025 approaches, we extend our heartfelt thanks to Lesley Shneier for her contributions over the past five years. This year our ELC children have all grown, developed, and flourished.

I am incredibly excited to step into the role of Head of Early Learning at the ELC. It is a true privilege to continue the important work of nurturing young minds and shaping character, all guided by the timeless values of the Torah. I am committed to fostering a warm, welcoming environment, one that feels like a home away from home for our children, families, and staff.

This role is a special opportunity for me, both personally and professionally, and I look forward to what the year ahead holds for our ELC and the broader Jewish community.



## Theme 1 – Context; Messages from key school bodies

### Head of Early Learning Jewish Studies: Adina Levitan



What a truly incredible year we've had in the ELC! 2024 was filled with learning, laughter, and a deep connection to Yiddishkeit. At KTC, we don't just teach Judaism, we live it together. Our Early Learning Centre is a place where Jewish life and learning are experienced with joy, meaning, and love.

*This year, our Jewish holiday celebrations were truly memorable. The children experienced the beauty and excitement of each Yom Tov in creative and meaningful ways. We enjoyed a Tu B'Shvat fruit party, danced with the Primary School on Rosh Chodesh Adar, took part in an exciting Purim Drama Circus incursion, rolled up our sleeves at the matzah bakery, and held a beautiful model Pesach Seder. Shavuot brought an ice cream party and cheesecake making, while Israel Day took us on an imaginative "trip to Israel." We also built a sukkah, welcomed a buzzing Bee visit, celebrated with a Rosh Hashanah party, enjoyed a visit from Rabbi Straiton, and lit up the year with joyful Chanukah festivities—and so much more.*

We even brought the weekly Parsha to life, like during Parshas Noach, when our reptile friends came to visit, making learning hands-on, exciting, and unforgettable.

But more than these big events, it's the everyday moments that truly define our ELC. Each morning begins with our Jewish Studies and davening, the most important part of the day. The children sing tefillah songs, give tzedakah, and thank Hashem for all the blessings in their lives. They learn the importance of kindness through *Hareini*, reminding us all to treat our friends the way we want to be treated.

At KTC, we know how important it is for a child's first experiences with Judaism to be positive, fun, and deeply meaningful. We're not just laying a foundation for future learning but we're showing them that what they do right now, every mitzvah they perform, is something extraordinary. These experiences build Jewish pride and identity that will stay with them for life.

None of this would be possible without our incredible ELC educators. Their dedication, warmth, and love bring Judaism to life every single day. Thank you to our amazing team for making 2024 a year to remember. You've helped create memories and moments that will shape our children's Jewish journeys for years to come.



## Theme 1 – Context; Messages from key school bodies

### Parents and Friends: Shira Greenwald

The Parents and Friends (P&F) committee continued to thrive in 2024, cultivating a warm and engaged school community through a host of new and returning initiatives.

This year saw the launch of several standout events, including a spectacular Purim celebration held on campus that brought together families, students, and the broader community in a joyful, carnival-style atmosphere. In the lead-up to Pesach, we hosted a wine and food evening which provided a relaxed and meaningful way for parents to connect and prepare for the chag.

Rosh Chodesh gatherings remained a cherished fixture on the calendar, with thoughtfully curated events creating space for spiritual connection and community among parents.

A major highlight of the year was the highly successful Women’s Dance Party—a night of unity and energy which also marked the launch of a new P&F-led charity initiative. This fund will provide assistance to students of families navigating crisis situations, helping to ensure that every student can access what they need for their schooling experience with dignity and care.

We are deeply grateful to the parent body, school leadership, and staff for their continued support, and to the dedicated members of the P&F team whose passion and commitment make everything we do possible.

We look forward to another year of meaningful impact and connection within our school community.



## Theme 1 – Context; Contextual information about the school and characteristics of the student body

Kesser Torah College (KTC) is a Jewish educational facility offering Jewish Education and care for children aged six (6) months to Year 12. The College incorporates the following facilities at our beautiful Dover Heights location:

- Early Childhood Centre
  - Carl Rose Early Learning School (CRELS): the Menorah, Torah and Shofar classes have children aged from 6 months to 1.5 years.
  - Education & Care Centre (ECC): the Siddur, Tzedakah, Dreidel, Mezuzah and Megilah classes have children aged from 2.5 years to 5.
- Primary School
- High Schools

Our Vision: “Growing minds and nurturing character – guided by the Torah.”

KTC is a Jewish Orthodox school with a Chabad ethos. It accommodates over 640 students, catering to over 200 families. With a staff complement of over 100 professionals, the school is committed to enhancing academic and extra-curricular learning for each child as an individual, and to providing the highest quality Jewish and Secular education, as well as pastoral care.

The teachings of the Lubavitcher Rebbe OBM continue to inspire the educational philosophy of KTC.

The College is co-educational to Year 1. From Year 2 in Primary School and throughout High Schools, boys and girls are taught separately.

At KTC, education is also about life itself, “going above” and “looking beyond” the academic and extra-curricular program and applying learning to living. At KTC, we believe passionately in the power of the question. We encourage students to ask why. It’s only by questioning that students can learn who they are, understand Torah values, understand their place in the world and ultimately make choices that are true to themselves.

As the Jewish Studies and General Studies programmes across the entire school are integrated, students can learn first-hand how an excellent general education can enhance life as a Torah Jew and how spirituality can give meaning to their existence, undertakings and activities throughout life.

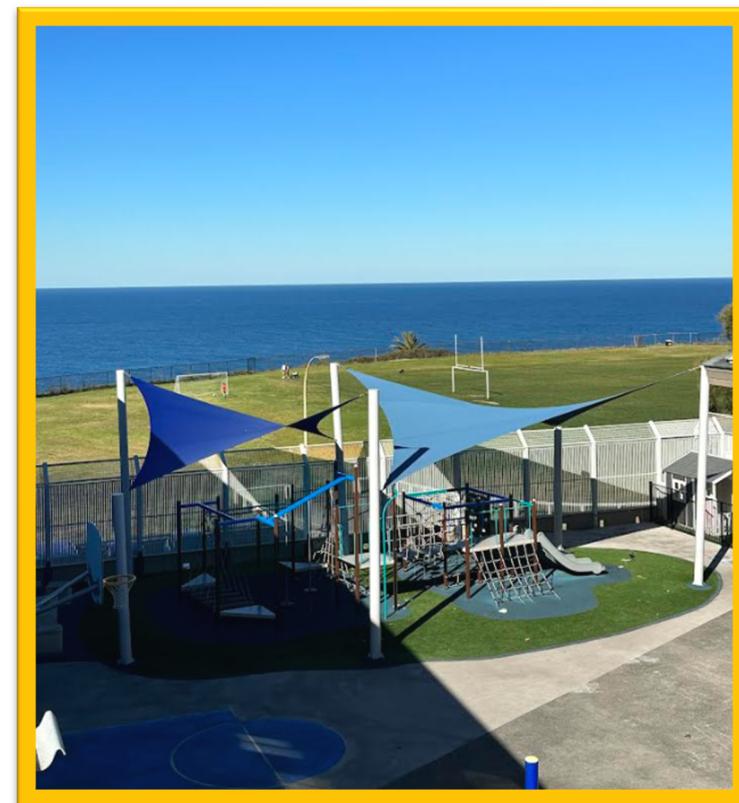


## Theme 2 – Outcomes and results; Student outcomes in standardised national literacy and numeracy testing

### School Average results compared to all Australian students and students with similar background

Year	Mean	Numeracy	Reading	Writing	Spelling	G & P
<b>Year 3</b>	<b>College</b>	434	433	463	433	458
	<b>Australia</b>	403	412	420	401	409
	<b>State</b>	412	412	428	412	417
	<b>Students with Similar Backgrounds</b>	434	434	463	433	458
<b>Year 5</b>	<b>College</b>	518	514	502	510	538
	<b>Australia</b>	480	493	480	511	501
	<b>State</b>	498	498	495	496	507
	<b>Students with Similar Backgrounds</b>	518	514	502	510	538
<b>Year 7</b>	<b>College</b>	574	576	567	559	583
	<b>Australia</b>	542	540	540	540	540
	<b>State</b>	552	544	551	549	547
	<b>Students with Similar Backgrounds</b>	574	576	566	559	583
<b>Year 9</b>	<b>College</b>	606	622	601	599	628
	<b>Australia</b>	570	570	570	570	570
	<b>State</b>	578	573	584	575	566
	<b>Students with Similar Backgrounds</b>	605	622	601	599	628

Kesser Torah College results can be found on the *My School* website (<http://www.mysechool.edu.au>)



## Theme 2 – Outcomes and results; Post-school destinations (High School only)

Students who left school at the end of Year 12, following the completion of their school education, enrolled at university, TAFE, or private colleges. Of the 16 students to complete their HSC and receive an ATAR, 90% were offered a place at university. Most students took a GAP year before beginning their tertiary education. For most of these students it will involve some time spent overseas as well as joining the workforce for a short period of time.

## Theme 2 – Outcomes and results; Results of Higher School Certificate (High School only)

In 2024, Year 12 students produced excellent HSC Results that were above expectations. There were 19 Year 12 students, including 3 students only sitting for 1 subject, who sat for a total of 93 HSC Examinations and achieved 26 Band 6 or equivalent (Band E4) results.

16% of students achieved an ATAR greater than 90 with the top ATAR greater than 95.50.

KTC students achieved 11 mentions on the Distinguished Achievers List and 7 places on the Top Achievers List. One student achieved Band 6 or equivalent for 10 units or more and made the All-Rounders List.

More than 50% of our Year 12 students received early entry to university in subjects such as Law, Business, Media and Accounting, Education, Childcare, Medical Science, Sport and Exercise, Commerce and Science. **Of note** is the Early Entry offer to a **Year 11 student** (by portfolio) who was offered a place in the 2025 first year of Animation at UNSW, which she accepted.

When looking at the spread of Bands within the College approximately 53% of the Year 12 cohort were in Bands 5 and 6 for most Examinations.

Examinations	No of Examinations	No/% in Band 6 (E4)	No/% in Band 5 (E3)	No/% in Band 4 (E2)	No/% in Band 3 (E1)	No/% in Band 2	No/% in Band 1
TOTAL numbers	<b>93</b>	<b>26</b>	<b>23</b>	<b>28</b>	<b>13</b>	<b>1</b>	<b>0</b>
Percentage		<b>27.96</b>	<b>24.73</b>	<b>31.18</b>	<b>13.98</b>	<b>0.11</b>	<b>0</b>

Below is a table showing the change in Examination Means for the State and KTC over the last 5 years for all subjects studied at KTC

Year	2024		2023		2022		2021		2020	
	College	State								
Subjects										
Biology	78.05	73.89	N/A	N/A	82.95	70.03	89.20	73.38	78.80	72.39
Business Studies	70.83	73.45	79.80	73.77	82.95	73.95	77.60	73.32	80.64	71.99
Chemistry	74.40	74.33	80.20	74.13	84.00	72.51	81.00	74.37	85.40	75.52
Design & Technology	69.70	77.25	78.30	77.16	N/A	N/A	N/A	N/A	N/A	N/A
English Studies Examination	66.13	57.04	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Standard	75.67	71.40	75.44	70.12	76.95	69.88	72.20	70.47	78.74	69.93
English Advanced	83.23	82.03	83.00	81.73	82.37	81.53	83.63	81.92	86.71	81.33
English Extension 1	45.50	42.42	N/A	N/A	N/A	N/A	N/A	N/A	45.00	41.66
Food Technology	73.80	72.94	N/A	N/A	81.40	73.78	71.80	69.82	69.87	72.15
Mathematics Standard 2	74.63	71.63	75.93	71.76	85.53	70.87	74.56	69.15	83.80	68.40
Mathematics Extension 1	80.20	79.94	82.40	77.78	73.10	77.45	88.10	78.21	80.55	79.20
Mathematics Advanced	85.90	78.43	72.00	78.04	86.20	78.31	81.95	78.41	82.87	78.49
Modern History	83.75	75.02	82.90	72.78	N/A	N/A	N/A	N/A	68.50	72.53
Music 1	80.80	81.49	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
PDHPE	73.02	74.03	73.49	72.98	71.60	69.75	65.80	72.19	73.97	72.57
Visual Arts	82.80	81.90	90.00	81.49	81.80	81.36	89.25	80.99	82.60	81.02
Classical Hebrew	85.72	86.14	81.40	79.43	90.60	86.01	79.93	84.04	87.84	87.30
Classical Hebrew Extension	46.00	46.40	47.10	44.81	46.57	47.08	46.10	44.48	45.99	46.12
Modern Hebrew Continuers	93.60	93.92	N/A	N/A	N/A	N/A	91.53	91.74	89.26	91.49

Above State Mean

### Band Distribution for the 2024 HSC per subject versus the State

Course	No of student (State)	School % in Band 6 (not including notional Band 6)	State % in Band 6 (not including notional Band 6)	School % in Top 2 Bands (Bands 5 & 6)	State % in Top 2 Bands (Bands 5 & 6)	Variation in School vs State Examination Mean
Biology	4	25.00	6.67	25	35.42	4.16
Business Studies	6	0	10.42	33.33	37.07	-2.62
Chemistry	1	0	11.41	0	38.69	0.07
Design & Technology	4	0	12.06	0	47.93	-7.55
English Studies Examination	3	0	0.03	0	0.19	9.09
English Standard	6	0	0.55	33.3	13.35	4.27
English Advanced	7	28.57	15.09	85.71	67.53	1.20
English Extension 1	1	100	41.91	100	95.39	3.08
Food Technology	4	0	9.39	25	31.81	0.86
Mathematics Standard 2	6	0	9.3	33.33	28.59	3.00
Mathematics Extension 1	1	0	34.89	100	80.18	0.26
Mathematics Advanced	4	50	22.3	75	49.96	7.47
Modern History	4	25	10.35	75	38.93	8.73
Music 1	1	0	20.11	100	67.22	-0.69
PDHPE	10	0	8.43	20	34.61	-1.01
Visual Arts	6	0	17.07	66.66	66.75	0.90
Classical Hebrew Continuers	10 (22)	70	59.09	80	77.27	-0.42
Classical Hebrew Extension	6 (9)	100	100	100	100	-0.40
Modern Hebrew Continuers	6 (18)	100	100	100	100	-0.32

## Theme 2 – Outcomes and results; Senior secondary outcomes (VET or equivalent) (High School only)

### Year 12 students attaining Year 12 Higher School Certificate or equivalent VET qualification

Year 12	Qualification/Certificate	Percentage of Students
2024	HSC	95%
2024	AQF Certificate 11 or above	0%



## Theme 3 – Staffing; Accreditation status of all teaching staff and workforce composition

### 1. Teacher Accreditation

Level of Accreditation	Number of Teachers
Conditional	4
Provisional	10
Proficient Teacher	50
Highly Accomplished Teacher ( <i>voluntary accreditation</i> )	0
Lead Teacher ( <i>voluntary accreditation</i> )	0

### 2. Workforce Composition

School Staff 2023	Number of Staff
Teaching Staff	43
Full-time equivalent Teaching Staff	37.5
Non-Teaching Staff	45
Full-time equivalent non-Teaching Staff	33.4
Administration/ Finance/ Maintenance/Secretarial	23

At our school we embrace all backgrounds. None of our staff members have identified as Aboriginal or Torres Strait Islander, but we strongly encourage applications from First Nations teachers and other staff.

Additional data can be found on *My School* website: <https://www.myschool.edu.au/school/43839>



## Theme 4 – Attendance; Student attendance rates for each Year level and whole school

### Student attendance rates for each Year level and the whole school

Year	Number of students	Attendance Rate %	Year	Number of students	Attendance Rate %
<b>K</b>	39	92.22	<b>7</b>	37	85.55
<b>1</b>	45	87.59	<b>8</b>	47	83.25
<b>2</b>	42	89.79	<b>9</b>	33	81.59
<b>3</b>	39	88.01	<b>10</b>	30	79.12
<b>4</b>	38	90.32	<b>11</b>	25	85.49
<b>5</b>	37	90.06	<b>12</b>	17	84.22
<b>6</b>	45	86.97	<b>Whole School</b>	474	86.48

Student Attendance Rate	Percent %
<b>All students</b>	86%
Student Attendance Level (proportion of students attending 90% or more of the time)	Percent %
<b>All students</b>	<b>44%</b>

In 2024 an average of 86% of students attended school each day.

Additional data can be found on *My School* website: <https://www.myschool.edu.au/school/43839>

## Data Report for Student Attendance (STATS) Term 1 2024

Cohort data for Student Attendance: All Students (Including Indigenous Students)										Data SchoolsHUB calculated and applied for validation checks	
Year Level	Gender	Possible School Days	Attendance Days	Attendance Rate	Students with Attendance Rates <90%	Students with Attendance Rates ≥90%	Number of Students	Possible School Days for Students with ≥90% Attendance	School Days in the Reference Period	Days Absent	Possible School Days for Students with <90% attendance
Year 1	Male	2277	2046.50	89.88%	9	14	23	1386	99	231	891
Year 1	Female	2079	1778.75	85.56%	15	6	21	594	99	300	1485
Year 2	Male	2375	2121.25	89.32%	8	16	24	1584	99	254	791
Year 2	Female	1782	1592.00	89.34%	7	11	18	1089	99	190	693
Year 3	Male	1782	1611.75	90.45%	9	9	18	891	99	170	891
Year 3	Female	1900	1663.00	87.53%	9	11	20	1089	99	237	811
Year 4	Male	1683	1539.25	91.46%	6	11	17	1089	99	144	594
Year 4	Female	2023	1835.00	90.71%	9	12	21	1188	99	188	835
Year 5	Male	2475	2252.00	90.99%	8	17	25	1683	99	223	792
Year 5	Female	1089	984.75	90.43%	3	8	11	792	99	104	297
Year 6	Male	1924	1694.25	88.06%	9	11	20	1089	99	230	835
Year 6	Female	2475	2168.25	87.61%	13	12	25	1188	99	307	1287
Year 7	Male	1485	1184.75	79.78%	13	2	15	198	99	300	1287
Year 7	Female	1881	1661.75	88.34%	8	11	19	1089	99	219	792
Year 8	Male	2079	1669.50	80.30%	19	2	21	198	99	410	1881
Year 8	Female	2473	2034.00	82.25%	17	8	25	792	99	439	1681
Year 9	Male	1237	907.00	73.32%	11	2	13	198	99	330	1039
Year 9	Female	1881	1593.75	84.73%	14	5	19	495	99	287	1386
Year 10	Male	1881	1427.00	75.86%	19	0	19	0	99	454	1881
Year 10	Female	1089	872.50	80.12%	9	2	11	198	99	217	891

Date report generated: Wednesday, 21 July 2024, from The Australian Government Department of Education

## Data Report for Student Attendance (STATS) Term 3 2024

Cohort data for Student Attendance: All Students (Including Indigenous Students)										Data SchoolsHUB calculated and applied for validation checks	
Year Level	Gender	Possible School Days	Attendance Days	Attendance Rate	Students with Attendance Rates <90%	Students with Attendance Rates ≥90%	Number of Students	Possible School Days for Students with ≥90% Attendance	School Days in the Reference Period	Days Absent	Possible School Days for Students with <90% attendance
Year 1	Male	1265	1097.00	86.72%	11	12	23	660	55	168	605
Year 1	Female	1155	1005.25	87.03%	10	11	21	605	55	150	550
Year 2	Male	1320	1201.25	91.00%	8	16	24	880	55	119	440
Year 2	Female	935	826.50	88.40%	8	9	17	495	55	109	440
Year 3	Male	1045	944.25	90.36%	7	12	19	660	55	101	385
Year 3	Female	1100	950.25	86.39%	9	11	20	605	55	150	495
Year 4	Male	935	818.25	87.51%	9	8	17	440	55	117	495
Year 4	Female	1100	1007.50	91.59%	7	13	20	715	55	93	385
Year 5	Male	1375	1232.75	89.65%	8	17	25	935	55	142	440
Year 5	Female	601	515.50	85.77%	8	3	11	165	55	86	436
Year 6	Male	1045	871.75	83.42%	10	9	19	495	55	173	550
Year 6	Female	1375	1180.00	85.82%	15	10	25	550	55	195	825
Year 7	Male	880	729.75	82.93%	13	3	16	165	55	150	715
Year 7	Female	1045	896.00	85.74%	9	10	19	550	55	149	495
Year 8	Male	1155	925.50	80.13%	18	3	21	165	55	230	990
Year 8	Female	1320	1082.00	81.97%	17	7	24	385	55	238	935
Year 9	Male	617	487.75	79.05%	9	3	12	165	55	129	452
Year 9	Female	1045	869.50	83.21%	10	9	19	495	55	176	550
Year 10	Male	1035	745.00	71.98%	18	1	19	55	55	290	980
Year 10	Female	605	493.50	81.57%	10	1	11	55	55	112	550

Date report generated: Wednesday, 23 October 2024, from The Australian Government Department of Education

## Theme 4 – Attendance; Description of how the school manages student non-attendance

Kesser Torah College maintains rigorous systems to monitor, record, and follow up on student attendance in compliance with NESA and NSW legislation. Daily attendance is recorded electronically via Edumate, and all absences - full or partial, must be explained by parents or carers within 7 days. Absences without a valid explanation are followed up initially by the Receptionist (Primary) or High School Secretary, with escalation to the Heads of School if no response is received.

Unexplained absences beyond seven school days are recorded as 'unapproved'. Persistent attendance concerns trigger a staged intervention process, including communication with families, wellbeing support, Attendance Improvement Plans (AIPs), and where necessary, formal action through external agencies.

Most student absences continue to relate to short-term illness; however, the College recognises that some students require greater support. In these cases, attendance is managed collaboratively through wellbeing teams, counsellors, and families, with the goal of a supported return to full participation.

All student leave must be approved in advance by the Principal and is granted only in line with legislative guidelines. Travel during term time is strongly discouraged and recorded as leave only when authorised. Exemptions from attendance or enrolment may be granted in exceptional circumstances under the delegated authority of the Principal.

## Theme 5 – School Policies; Links to live policies

The following school policies are publicly available on the website (<https://kessertorah.nsw.edu.au/policies/>)

- Enrolment Policies
  - Fee Policy
  - Enrolment Policy
  - Enrolment application form
- Child Protection Policy
- Anti-bullying Policy
- Discipline Policies
  - Primary School Wellbeing & Discipline Policy
  - High School Discipline Policy
- Complaints Policies
  - Complaints Handling Policy
  - Whistleblower Policy
- Privacy Policy



## Theme 6 – Stakeholder satisfaction; Description in plain language of parent, student and teacher satisfaction

### 1. Parents:

We are pleased to report that parental satisfaction with the school remains high. This assessment is based on regular monthly feedback opportunities with the Parents and Friends (P&F) Association, as well as various conversations and interactions throughout the school year. Parents have expressed their appreciation for the school's commitment to providing a supportive and enriching educational environment for their children. We are always grateful for parents and their active involvement and partnership in within our school community.

### 2. Students:

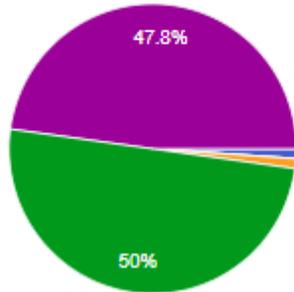
At the beginning of the year, student surveys were conducted in a number of classes to gather valuable insights into key areas such as discipline, teaching, learning, and overall student experience. This data directly informed the development of a targeted routine and behaviour strategy, which has been implemented with encouraging results. While the process is ongoing, we have already seen significant improvements in school culture, student conduct, and the overall teaching and learning environment. In parallel, we have strengthened student leadership and voice across the school through the development of active SRC committees and leadership groups. These student representatives now meet regularly with Heads of School and the Principal, providing a meaningful platform for student voice and enabling school leadership to better understand and respond to what students are really experiencing and thinking. This collaborative process has empowered senior students to lead their peers, take ownership of transitions and routines, and contribute positively to the culture and daily rhythm of the school.

**3. Staff:** A staff satisfaction survey was conducted during the year. Below are some of the results:

**Section A: General Job Satisfaction**

1. I get satisfaction out of my work at this school.

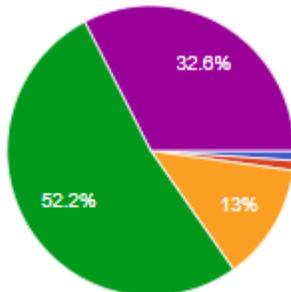
92 responses



- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

2. I find my job at this school challenging in a positive way.

92 responses



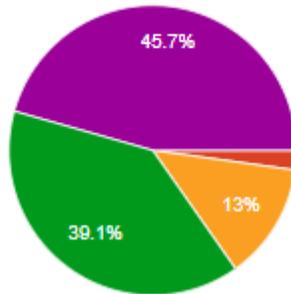
- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly Agree



## Section B: Work Environment

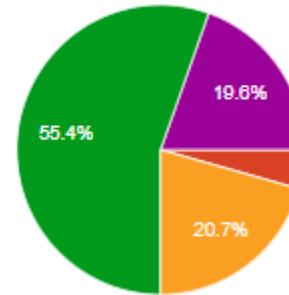
1. At KTC, we work in an environment of support and respect.

92 responses



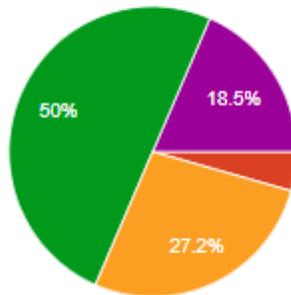
2. I have the necessary resources and support to do my job effectively.

92 responses



3. Communication within the school is effective.

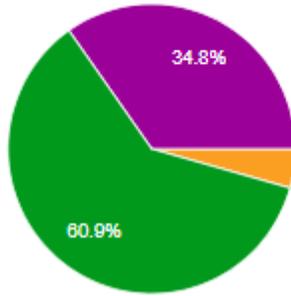
92 responses



## Section C: Wellbeing

4. I know where to get support in and out of school.

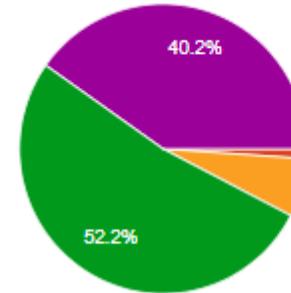
92 responses



● Strongly disagree  
● Disagree  
● Neutral  
● Agree  
● Strongly agree

5. I think that our school is a happy and an enjoyable place to work.

92 responses



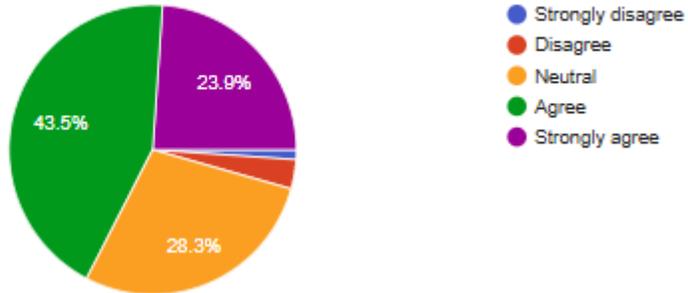
● Strongly disagree  
● Disagree  
● Neutral  
● Agree  
● Strongly agree



## Section D: School Culture

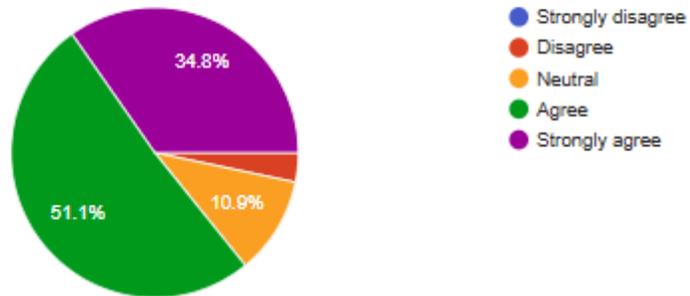
### 1. The school handles conflicts and grievances effectively.

92 responses



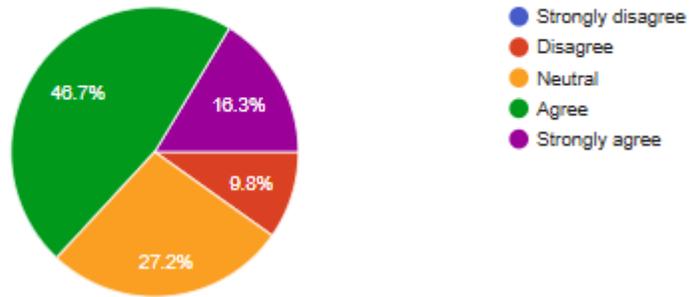
### 2. All staff are given opportunities to contribute their ideas openly.

92 responses



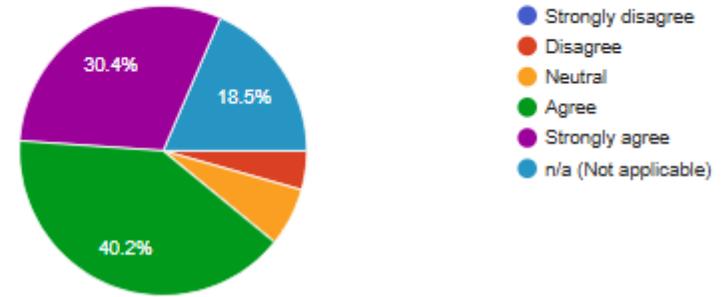
3. There is enough time given for individual and collective reflection on current practices.

92 responses



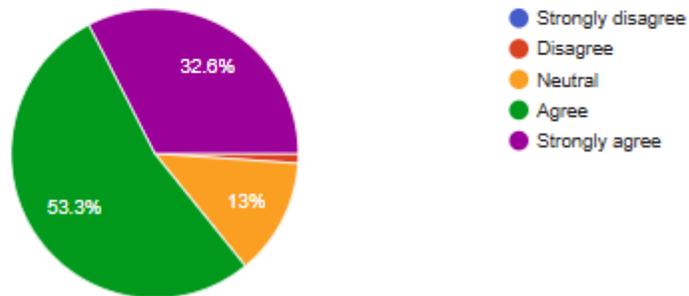
4. When I take a reasonable risk in service of the educational mission - but it doesn't work out - I see this as a learning opportunity rather than a personal failure.

92 responses



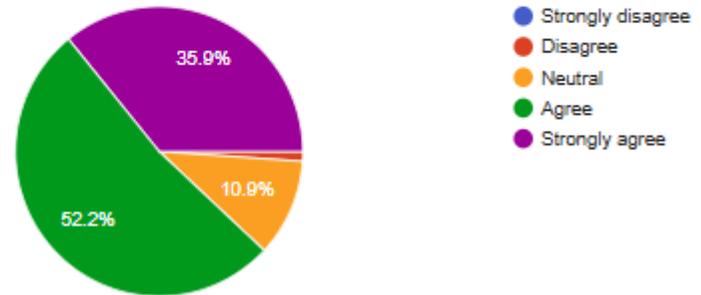
5. Teachers and staff at KTC are encouraged to help each other innovate to try new approaches.

92 responses



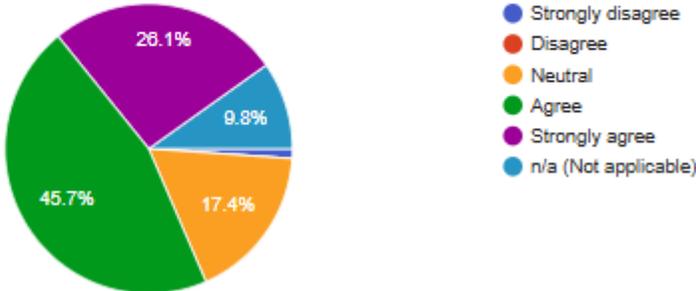
6. Teachers and staff enjoy each other's company, trust each other, and find it easy to collaborate with one another.

92 responses



7. The school supports and encourages innovative teaching and learning practices.

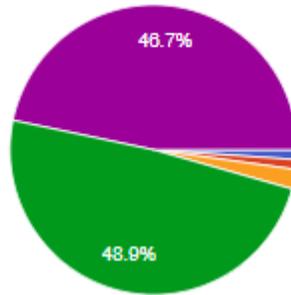
92 responses



## Section E: School Ethos, Values and Direction

1. The school has a clear mission and vision

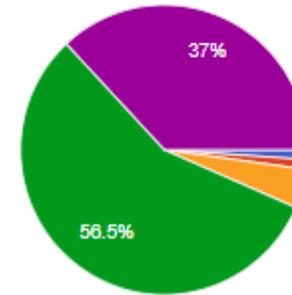
92 responses



● Strongly disagree  
● Disagree  
● Neutral  
● Agree  
● Strongly agree

2. The school's values are reflected in its policies and practices.

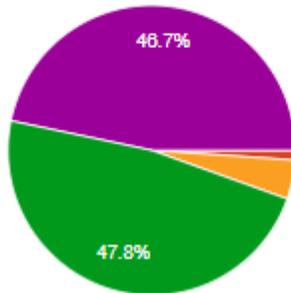
92 responses



● Strongly disagree  
● Disagree  
● Neutral  
● Agree  
● Strongly agree

3. I believe the school is heading in the right direction overall.

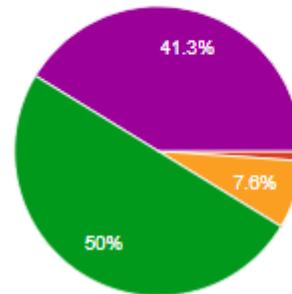
92 responses



● Strongly disagree  
● Disagree  
● Neutral  
● Agree  
● Strongly agree

4. I am confident in the school's future plans and vision.

92 responses



● Strongly disagree  
● Disagree  
● Neutral  
● Agree  
● Strongly agree

## Theme 7 – Financial Information; Summary financial information

### 2024 Financial summary

	2024	
Fees and private income	3,644,307	31%
Commonwealth recurrent grants	6,327,728	54%
State recurrent grants	1,554,861	13%
Other capital income	252,740	2%
	11,779,646	
Salaries, allowances, related expenditure	8,946,986	74%
Non-salary expenses	2,802,787	19%
Capital expenditure	309,705	7%
	12,059,478	