

2024

Annual School Report

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TOGETHER IN CHRIST



All Saints College

16 Grant Street, MAITLAND 2320

Principal: Brian Lacey

Web: <http://www.maitlandasc.catholic.edu.au>

About this report

All Saints College (the 'College') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Diocese of Maitland-Newcastle (CDMN). The Annual School Report (the 'Report'), provides parents and the wider community with fair, accurate and objective information about various aspects of school performance and development. Additionally, the Report complements and is supplementary to other forms of regular communication to the College community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

Detailed information about the College's improvement journey is documented in the Strategic Improvement Plan (SIP) which is developed, implemented and evaluated in consultation with key stakeholders. Further information about the contents of this Report may be obtained by contacting the College directly or by visiting the College's website. Information can be also be obtained from the My School website.

Message from key groups in our community

Principal's Message

Following the 2021 White/O'Brien Review, the Catholic Identity and Mission Committee, led by Ms Ann Charles, engaged in extensive consultation with students, parents, staff, clergy, and parishioners. With support from Mr Adam Frost of the Catholic Schools Office, the final draft was approved in Term 2, 2024, and officially launched on All Saints' Day.

On 1 November 2024, Bishop Michael Kennedy launched the revised Vision and Mission Statement for All Saints' College. He challenged our community to reflect on who we are and how we live our faith as a College 'Inspired by Christ.'

To bring this vision to life, we rely on our entire community. I am pleased to announce Mr Tony McCudden as Co-Principal for 2025, who will assume full leadership at the end of the year.

I extend my gratitude to our Leadership Team, staff, and Parent Engagement Group (PEG) for their dedication. Special thanks to Fr. George, Frs. Paul and Priyantha, and the Chisholm Regional Team for their unwavering support.

Finally, to our students I extend to you my grateful appreciation for allowing me to be blessed as your principal – thank you.

Parent Body Message

Towards the end of 2022, the College moved from the Parents and Friends Association to the more collaborative Parent Engagement Group (PEG) model, introduced in 2023. With support from the PEG Chair and the Parent's Federation, the College adopted the FACE (Family and Community Engagement) model in 2024. FACE meetings, co-chaired by a nominated parent and the College Principal, were held monthly.

The FACE group collaborates with the College Executive, staff, and the Chisholm Regional Pastoral Council to strengthen connections with parents and carers. It provides insights on the College's Catholic identity, learning programs, and wellbeing.

In 2024, key discussions included the Building Program, Single Campus Transition (2026), Diverse Learning, and policy updates.

At the end of 2024, the FACE group formally recognised the many years of dedicated service and honoured Co-Chair Mrs. Beverley Bailey with Life Membership in the All Saints' College Parent Association.

Student Body Message

The 2024 Student Leadership Team, comprising College Captains, Campus Leaders, House Leaders, and Aboriginal and Torres Strait Islander representatives, met regularly with Ms Furner, Ms Charles, Mrs Ceccato, Mr Neeson, and Mr Lacey. Our leadership journey began at the Bishop's Diocesan Leaders Retreat, where we explored leadership qualities, set goals, and connected faith, leadership, and social justice. We engaged in service with local Catholic charities like Mum's Cottage and the Mission to Seafarers.

During Lent, we raised over \$8000 for Caritas' Project Compassion through sales of drinks and Zooper Doopers, celebrating this achievement at a whole-school assembly. Our activities included International Women's Day, Harmony Day, ANZAC services, the Mark Hughes Beanies for Brain Cancer Initiative, and staff vs. student touch football. Collaborating with Junior Campus leaders, we enhanced student life across both campuses.

Thank you to the teachers, staff, families, and Ms Charles for their unwavering support. We wish her all the best in Darwin as she continues to inspire young leaders.

School Features

Junior Campus

Catholic education in Maitland began in 1838 when lay teachers at St John's Boys School educated local boys. Initially located in a Hunter Street cottage, the school moved to Free Church Street in 1874. Marist Brothers began teaching at St John's in 1898, traveling from Sacred Heart College, Campbell's Hill. Renamed Marist Brothers' High School, it was staffed solely by brothers until the 1960s when the first lay teacher was hired. The primary section closed in 1970, and in 1971, Years 11 and 12 became co-educational.

Senior Campus

In 1867, eight Dominican Sisters arrived in Maitland from Ireland, responding to Bishop Murray's request to establish a school for poor families. That year, they opened St Mary's Campus Dominican School, one of the first girls' secondary schools in NSW outside Sydney. St Mary's remained a girls' school until 1991.

All Saints' College Formation

In 1992, Maitland's Catholic secondary schools restructured under All Saints' College. St Peter's Campus and St Joseph's Lochinvar catered to Years 7–10, while St Mary's Campus served Years 11 and 12. After St Joseph's Lochinvar separated in 2017, St Peter's and St Mary's consolidated a Years 7–12 curriculum. In 2020, the College was officially registered as a single school with NESA.

Senior Campus: 16 Grant Street, Maitland NSW

Junior Campus: 9 Free Church Street, Maitland NSW

The College serves students from the Maitland, East Maitland, Rutherford, Kurri Kurri, Beresfield, and Raymond Terrace parishes. Its primary feeder schools include St John the Baptist (Maitland), St Joseph's (East Maitland), St Paul's (Rutherford), Holy Spirit (Kurri Kurri), and St Joseph's (Dungog).

College Identity & Faith

All Saints' College acknowledges the Wonnarua people, custodians of the land along the Hunter River floodplains. Prayer is central to student and staff gatherings, with liturgies held regularly. Classrooms feature Sacred Spaces reflecting the Church's liturgical seasons.

Students actively participate in diocesan liturgies and programs, including Catholic Schools Week Mass, Project Compassion, Mission Week Mass, the Ecumenical Way of the Cross,

and the Diocesan Leaders Program. The College financially supports a Youth Ministry worker and encourages student and staff involvement in parish ministries.

Student Profile

Student Enrolment

The College caters for students in Years 7-12. Students attending this College come from a variety of backgrounds and nationalities. The following information describes the student profile for 2024: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
564	615	76	1179

* Language Background Other than English

Enrolment Policy

The [Enrolment Policy](#) applies to all school enrolments within the Maitland-Newcastle Diocese. School authorities manage local enrolment processes and procedures in a manner consistent with the rationale and guiding principles articulated in this Enrolment Policy and accompanying [Enrolment Procedures](#). It aims to:

- Set direction for school procedures and practices for enrolling students into Catholic primary and secondary schools within the Diocese of Maitland-Newcastle.
- Establish a common, consistent approach in enrolment practices.
- Assist the system of Catholic schools to:
 - provide schooling, where possible, for children of Catholic families who seek enrolment
 - cater for the individual needs of each child equitably within the constraints of the available teaching and material resources
 - encourage parents enrolling their children in Catholic schools to give support to parish and school life, especially in education in faith.

Student Attendance Rates

The average student attendance rate for 2024 was 88.34%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group					
Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
89.43	86.43	87.10	87.73	89.12	90.21

Managing Student Non-Attendance

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

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

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

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

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented
- documented plans are developed to address the needs of students whose attendance is identified as being of concern
- the Professional Officer for School Enrolment is provided with regular information about students for whom chronic non-attendance is an issue and for whom the College's strategies have failed to restore regular attendance.

Senior Secondary Outcomes

The table below sets out the percentages of students undertaking vocational training in their senior years as well as those attaining the award of Higher School Certificate (or equivalent vocational education and training qualifications).

Senior secondary outcomes 2024	
% of students undertaking vocational training or training in a trade during the senior years of schooling	37.5 %
% of students attaining the award of Higher School Certificate or equivalent vocational education and training qualification	97 %

Post School Destinations

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

The College provides students with advice and support about post school options. Our dedicated careers advisor assists students in achieving their post school goals.

Some students commenced apprenticeships in Years 10 to 12, while many gained early entry offers to university in their chosen courses.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2024:

Total number of staff	235
Number of full time teaching staff	37
Number of part time teaching staff	143
Number of non-teaching staff	55

Total number of teaching staff by NESA category

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

- Conditional 155 teachers
- Provisional 71 teachers
- Proficient 1953 teachers
- 4 Highly Accomplished teacher

Additionally, there are a number of teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the College.

Catholic Identity and Mission

Catholic Schools in the Diocese of Maitland-Newcastle participate, under the leadership of the Bishop and in partnership with parents and parishes, in the mission of the Church to provide quality education in the context of a living Catholic Christian tradition. Within this context, Catholic schools in the Diocese of Maitland-Newcastle educate from and for vibrant, welcoming and diverse communities with a particular commitment to the poor; for justice, integrity and peace; and with hope for the future.

At the heart of everything there is always Jesus Christ.

Catholic schools educate:

- From and for the community of faith
- From and for excellence in learning
- In a rigorous, creative and critical pursuit of truth

(Adapted from: The Catholic School's Office Diocesan Vision Statement, 2016)

"Inspired by Christ". The College's motto is about the message and example of Christ within our hearts.

This is the key role of ministry within the College: creating a community that deliberately learns about and actively supports the mission of Christ. This year, the College has offered a wide range of opportunities and celebrations to do just that –learn about Christ, the role of our faith in our lives and the way we, as a community, can be a part of a faith journey that shapes our young people to have confident, reflective, worthwhile engagement with the world in which they live.

Throughout 2024, staff and students engaged thoroughly with the faith-life of the College through participation in daily prayer, class masses, whole College liturgies and celebrations, and faith events.

Some highlights were the St. Dominic's Day liturgy, culminating in the 'crowning' of the statue of St. Dominic, the 'Passing of the Light' liturgy and 'Socktober'. The most involved though, would have had to have been All Saints' Day: a fete-style day that also included the launch of our new Vision and Mission for the College. Further supporting faith formation were the Year 10 Formation Days and the Year 12 Retreat. Both experiences are incredibly valuable in affording students the opportunity to pause from daily life, and take some time for reflection and renewal. Creating this dedicated time and space allows students to gain a deeper appreciation of life's gifts, as well as the importance of positive relationships with others and with God. A dedication to the poor and marginalised has also seen students and staff working hand-in-hand for justice, peace and charity, always with a sense of gratefulness and hope.

Across the school-year, the All Saints' community has supported with open hearts many organisations including: Caritas, Catholic Mission, Carrie's Place and St. Vincent de Paul.

The student leadership team have been tireless in their dedication in leading these efforts-thank you. Not only does the whole-schools' efforts to raise so much have a positive benefit to our local and global community, they also have a benefit for the students: the creation of a sense of solidarity and togetherness with the people around them.

Following the launch of the renewed Vision and Mission in November, the focus for 2025 will be embedding this across all aspects of the life of All Saints' community. Exciting and impactful work! 2024 has been a very full, productive and meaningful year; we truly have embraced this year's theme: 'Hearts burning, feet on the move' Our journey continues in 2025! May we work together to create an inspiring, faith-filled place to educate the young people of the Maitland community.

Curriculum, Learning and Teaching

Secondary Curriculum

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

The Key Learning Areas (KLAs) are English, Mathematics, Science, Technological and Applied Studies, Human Society and its Environment, Personal Development, Health and Physical Education, Creative Arts, Languages, and Vocational Education and Training. The Curriculum is structured around the outcomes and content for each KLA and provide multiple opportunities for students to demonstrate their understanding through assessment. The curriculum incorporates a focus on capabilities and priorities, including literacy, numeracy, digital literacy, critical and creative thinking, ethical understanding, intercultural understanding, and personal and social capability.

In 2024, our Strategic Planning Goals for the College, in alignment with the Diocesan Strategic plan, addressed Goal 4: To build the capacity of educators to ensure that all students are known, their strengths are recognised and accommodated, diversity is celebrated, and each learner demonstrates growth. The chosen priority area was " Maintain high expectations of every student to achieve their academic best". This aligned directly with the Diocesan goal "Student potential is realised", which was unveiled in January.

As part of our commitment to the ongoing Leading Learning Collaborative, we have also weaved the following parameters into our whole college goals and professional learning:

- Parameter #11 Collaborative Inquiry
- Parameter #6 Case Management Approach
- Parameter #3 Quality Assessment Informs Instruction

This has included:

- A student case management approach has since been developed for trial and implementation in 2025.
- A focus on what quality assessment is and how formative tasks need to pivot learning
- What does the term 'high expectations' mean?
- An examination of the data available – semester grades, NAPLAN, HSC, PAT M & R, CoGAT.
- An examination of student growth by using reporting grades

CSO "LiFT" professional learning initiatives were accessed, especially for Numeracy and Michael McDowell's Academic Rigour course (until Term 3). Several staff attended the Professional Learning opportunities offered by the Catholic Schools Office and outside providers where funding was available. Mrs Hibbert and Miss Hendriks attended the Writing Across the Curriculum Professional Learning Day in Sydney in March which aligned to the new syllabi roll out. Staff were given time during the Curriculum Professional learning day to work on new syllabi and the CSO Education Officers were utilised for their expertise and assistance. Furthermore, a literacy committee was established to focus on how All saint's College embeds targeted literacy initiatives.

In Term 4 a new HSC Assessment Policy was launched to align with the updated rules to the A.C.E website from NESA. Information sessions were held and most KLA Leaders of Learning attended. Year 10 processes were also aligned with Stage 6 and the new A.C.E rules.

Significant change continues to be a feature of the learning agenda at All Saints' College, and the Leaders of Learning play a vital role in supporting initiatives. We have continued working on an Ongoing Assessment module for Stage 4 students where both formative and summative assessment is a part of each student's learning, and some Key Learning Areas are using this with Year 9 students before a formal assessment program comes into action for Year 10.

Student Performance in Tests and Examinations

NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participate in the National Assessment Program Literacy and Numeracy (NAPLAN).

NAPLAN is a nationwide measure through which parents/carers, teachers, schools, education authorities, governments and the broader community can determine whether or not young Australians are developing critical literacy and numeracy skills. NAPLAN results allow parents/carers and educators to see how students are progressing in literacy and numeracy over time - individually, as part of their school community, and against national standards. NAPLAN is made up of four domains of:

- reading
- writing
- conventions of language (spelling, grammar and punctuation)
- numeracy.

NAPLAN results are reported against proficiency standards with four levels of achievement to give parents and carers, teachers and schools clearer information on how students are performing:

- Exceeding: The student's result exceeds expectations at the time of testing.
- Strong: The student's result meets challenging but reasonable expectations at the time of testing.
- Developing: The student's result indicates that they are working towards expectations at the time of testing.
- Needs additional support: The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

The percentage of student achieving at Exceeding and Strong proficiency standards in NAPLAN at All Saints College for 2024 is reported in the table below.

NAPLAN RESULTS 2024		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 7	Grammar and Punctuation	56%	61%
	Reading	61%	67%
	Writing	63%	65%
	Spelling	72%	72%
	Numeracy	72%	67%
NAPLAN RESULTS 2024		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 9	Grammar and Punctuation	54%	55%
	Reading	59%	63%
	Writing	58%	61%
	Spelling	69%	72%
	Numeracy	63%	63%

Higher School Certificate (HSC) Diocese

The results of the College's Higher School Certificate (HSC) candidature are reported for particular subjects. The table provided shows the percentage of students who achieved in the top two bands and shows comparison with results from previous years.

NB: A number of new syllabuses were implemented this year which means there was a change in either subject name and/or course number. For this reason, results from previous years may appear as 0%. Some courses no longer run and therefore will show as 0%.

The Year 12 Class of 2024 are acknowledged for their results which shows an improvement against state averages in many subjects where 145 students sat the HSC examinations. These students have also been a part of the College while it has been in transition for their whole secondary schooling. It is also recognised that we continue to have some subjects taught by teachers new to Stage 6 who have been supported and mentored by experienced colleagues and that there were unforeseen disruptions to some classes.

HSC Highlights 2024

- Dux of the College with an ATAR of 93.45
- 5 students were nominated in practical subjects
- 4 students received an ATAR of 90+
- 6 students achieved 1st in Diocese in a subject.

2024 saw success for our HSC cohort with nominations for Shape with one student selected to have their work displayed.

There were 19 Distinguished Achievers who were placed on the State Merit Listing across various subjects such as:

- Mathematics Standard 2, Advanced & Extension 1
- Legal Studies
- PDHPE
- Studies of Religion1 & 2
- Industrial Technology
- VET Hospitality
- Ancient History
- Visual Art
- English Advanced
- Biology

Higher School Certificate	Percentage of students in the top 2 bands (Bands 5 and 6)					
	2022		2023		2024	
	School	State	School	State	School	State
Aboriginal Studies	-	-	20 %	38 %	100 %	37 %
Ancient History	18 %	34 %	15 %	33 %	33 %	37 %
Biology	11 %	27 %	15 %	32 %	30 %	36 %
Business Services Exam	75 %	32 %	-	-	50 %	29 %
Construction Exam	50 %	41 %	67 %	44 %	100 %	47 %
Design and Technology	100 %	47 %	-	-	63 %	48 %
Drama	40 %	59 %	75 %	60 %	100 %	62 %
English Extension 1	100 %	93 %	100 %	94 %	100 %	96 %
History Extension	100 %	84 %	78 %	85 %	100 %	86 %
Hosp Exam Kitch Op & Cook	63 %	44 %	63 %	39 %	87 %	51 %
Visual Arts	40 %	66 %	80 %	66 %	90 %	67 %
English Extension 2	-	-	100 %	86 %	75 %	87 %
Music 1	100 %	70 %	86 %	69 %	100 %	68 %

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The College's pastoral care and student wellbeing policies guidelines and procedures are informed by the [Student Wellbeing and Pastoral Care Policy](#).

The Student Wellbeing and Pastoral Care Policy 2022 aims to provide a framework for the policies, programs, resources and practices implemented at system and school level with the purpose of supporting and enhancing the wellbeing of students, and all within its school community. It refers to the overall climate of care that exists within a Catholic school.

The environment is designed to be safe and inclusive, one that promotes academic rigour. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents, and the wellbeing of all.

Behaviour Management and Student Discipline Policy

The College's policies and procedures for the management of student behaviour are aligned with the Catholic School's [Student Wellbeing and Pastoral Care Policy](#) and to the [Schools Behaviour Management Policy](#). The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring respect for the rights of all students and staff. Corporal punishment is expressly prohibited in this College. The College does not sanction administration of corporal punishment by College persons and non-College persons, including parents, to enforce discipline in the College. Further information about this and other related policies may be obtained from the College's website.

Anti-Bullying Policy

The Catholic Schools Office has established an [Anti-Bullying Policy](#) which is implemented by our school and all schools in the diocese. It provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person. The CSO monitors the implementation of this policy.

The full text of the Anti-Bullying Policy may be accessed on the College's website, the administration office or at the CSO website.

Complaints Handling Policy

The Diocese of Maitland-Newcastle has established a [Complaints Resolution Policy](#) which is implemented by our school and all systemic schools in the diocese. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. CSO monitors the implementation of this policy.

The full text of the [Complaints Resolution Policy](#) may be accessed on the College's website, the administration office or at the CSO website.

Community Satisfaction

Consultation with parents, students and teachers is valued and sought. Their feedback contributes to the planning and the achievement of improved outcomes for students. This year, the College has used a variety of processes to gain information about the level of satisfaction with the College from parents, students and teachers. The school undertakes extensive surveying of all stakeholder groups every 2 years. This data is shared with the school community and contributes to the priorities for future planning.

Parent satisfaction

Parents provide feedback to the College through the Parental Engagement Group (PEG) that meets the first Tuesday of each month.

In 2024 parents provided feedback on the College through the Tell Them From Me Surveys.

Student satisfaction

As a part of the significant focus across all aspects of life at All Saints' College, students are treated equally in an effort to support, in the best way possible, their education in all aspects.

Students have a voice in our community through the campus-based and College Student Leadership team which meets regularly and provide feedback to the school Executive. Students indicate a high satisfaction with the development of positive relationships, behaviour, and opportunities to participate in the development of their faith. They also indicated they are aware of who to report safeguarding issues.

Students were satisfied with the experiences and extra-curricular opportunities that are provided such as school sports, extra curricular, feast day celebrations and indicated there is a positive recognition of self-esteem and students who try hard to succeed.

Students participated in the Tell Them From Me, Black Dog, Mission Australia Youth Surveys and the Communities that Care Maitland Surveys. Surveys identified areas that local services could do to further support student engagement and mental health through local provisions.

Teacher satisfaction

Staff participated in the Catholic Diocese Engagement and Tell Them From Me Surveys in 2024 and 2023. The survey results indicated improvement in a number of areas compared with the 2022 survey. Staff identified improvements with Professional Development,

Engagement at the College, their wellbeing at work and engaging with the College and the ability to manage workplace stress.

Financial Statement

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

School Financial Information for the 2024 year is detailed below:

Recurrent and Capital Income 2024	
Commonwealth Recurrent Grants ¹	\$17,754,227
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$4,653,050
Fees and Private Income ⁴	\$5,074,022
Interest Subsidy Grants	\$6,384
Other Capital Income ⁵	\$1,310,067
Total Income	\$28,797,750

Recurrent and Capital Expenditure 2024	
Capital Expenditure ⁶	\$1,816,147
Salaries and Related Expenses ⁷	\$22,209,965
Non-Salary Expenses ⁸	\$7,587,242
Total Expenditure	\$31,613,354

Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

END OF 2024 REPORT