



2024

Annual Report to the School Community



St Mary's School

43 O'Donnell Avenue, MYRTLEFORD 3737

Principal: Andrea O'Connor

Web: www.smmyrleford.catholic.edu.au

Registration: 1188, E Number: E3031

Principal's Attestation

I, Andrea O'Connor, attest that St Mary's School is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2023 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 04 Apr 2025

About this report

St Mary's School is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

Governing Authority Report

The Catholic Education Week theme for 2024, “Behold I Make all Things New,” invited us to reimagine possibilities to enliven our ministry in Catholic education in innovative and creative ways. The theme challenged us to ensure our educational enterprises were clearly focussed on every student, every teacher, every school, every day.

In 2024, the recognition that Catholic Education Sandhurst Limited (CESL) is a multi-school system found expression in our commitment to streamlined governance responsibilities and enhanced support for our learning centres. This approach allows for unified policies, consistent standards, and centralised support, while still catering to the unique needs of each individual learning centre.

To align the work of Catholic Education Sandhurst Ltd with the CESL Strategic Plan 2023-2027, three “Guiding Lights” have been identified that will shape the work of the organization for the next three years:

- **Authentically Sandhurst Catholic Education**
Recognizing our rich diocesan relationships and commitment to spiritual formation, Sandhurst Catholic Education is living the missionary call to respond to the needs of our young people and our world with an ongoing and Gospel infused process of encounter, deep listening, discernment and courageous action.
- **Outstanding Learner Growth**
Together, across the system, we will invest in educational and allied staff capabilities so that irrespective of personal circumstances, every young person in every school will have access to an equitable, sound, engaging and responsive learning program.
- **Solidarity and Subsidiarity**
Through our commitment to solidarity, in each of our learning centres, our young people have the same opportunity to flourish and grow. Our collective strength will be used for the benefit and growth of all parts of the organisation.

At the same time, subsidiarity allows entities to bloom and thrive under clear parameters, knowing in which circumstances decisions are to be made at the lowest level possible, or the highest level necessary.

In line with these three Guiding Lights and the recognition that CESL is both an evangelizing and educative entity, 2024 saw the groundwork established for Magnify Sandhurst, a transformative learning and teaching program to be rolled out to our 51 Catholic schools across the Sandhurst Diocese. This new learning and teaching program aims to significantly

enhance the learning experience for students and provide teachers with the tools they need to deliver an evidence-based curriculum that boosts student outcomes.

With the support of world-class educational partners such as Steplab, Knowledge Society, MultiLit, and Ochre Education, Magnify Sandhurst is an investment in the future of every child in all 51 schools. With the mantra, 'Every student, every teacher, every school, every day', the program is designed to create a learning environment that challenges and supports students, helping them reach their full potential.

I am extremely grateful for the commitment and professionalism that is clearly identified by the efforts throughout 2024 of our school staff and Catholic Education Sandhurst Office personnel; they continue to work tirelessly for the students and families in our schools and are true bearers of the Mission to which they have been called.

Kate Fogarty

Executive Director, Catholic Education Sandhurst Limited

Vision and Mission

Vision

St. Mary's is a supportive Catholic learning community that encourages and challenges individuals to reach their full potential.

St. Mary's school strives to:

Teach and promote Catholic faith, tradition, and model the teachings of Jesus

To ensure all children feel safe and are always safe

Be welcoming, safe, and inclusive

Nurture partnerships between families, school, parish, and the community

Encourage action for social justice and hope for the future

Provide an engaging and challenging learning environment that encourages excellence and lifelong learning

Educate the whole child, spiritually, physically, socially, and academically

Graduate Outcomes

We aim to have students leave St. Mary's with the capacity to be:

Accepting, compassionate, caring, and able to show empathy.

Resilient, confident, independent and have self-belief.

Open to faith and to value human dignity.

Literate numerate, and physically and socially capable.

Positive, passionate, enthusiastic, and persistent.

Creative, critical thinkers, inquisitive, and problem solvers.

Global citizens, environmentally aware, socially just, and respectful.

Happy, well-balanced, and aware of personal well-being.

School Overview

St Mary's is nestled in the valley of Myrtleford. St Mary's is a small school with approximately 120 students. Although small, the school is achieving at a very high standard. Students learn in an environment that is calm, respectful and has high expectations for all, students and teachers alike.

From 1837, the township of Myrtleford was a remote cattle run known as the Myrtle Creek Run. Forming the boundary of the runs, Myrtle Creek was given its name by the first Europeans in the area. When gold was discovered in the Buckland Valley, thousands of diggers had to cross Myrtle Creek on their way to the gold fields. A small township developed around the fording place, with the name of Myrtleford consequently adopted. The road through Myrtleford was then called the Buckland Road; today it is known as the Great Alpine Road.

The St Mary's Church community first met in 1878, in a slab-walled church in Albert Street. In 1888, a new St Mary's Church was built on land donated by Michael O'Donnell, bounded by Lawrence and Prince Streets.

In 1921, a Queen Carnival was held to help raise funds for the building of a convent and school. Construction of St Mary's Primary School began in 1922.

At the invitation of Fr.J.J.Kennedy (Parish Priest 1921-1928), Mother Michael McMahon and four sisters of the Presentation Order arrived to teach at St Mary's on February 28, 1923. In 1924 there were 25 boarders. Six Sisters now cared for the 100 students from Preparatory to Leaving Honours. With a gradual increase in numbers during the first decade, "Wadells Stables" were converted to become a classroom in 1936. During World War 2, boarders at the Convent grew to 40 pupils, including the children of Italian parents interned at Tatura.

Nano Nagle (1718-26 April 1784) founded the "Sisters of the Presentation of the Blessed Virgin Mary" in Ireland (also Known as the Presentation Sisters) and was a pioneer of Catholic education in Ireland. She was declared venerable in the Roman Catholic Church on the 31st of October 2013 by Pope Francis.

St Mary's continues to develop the motto "In Deeds, Not Words" through all our actions.

Principal's Report

The 2024 year began under the principalship of Trish Merlo, as Kitty Hancock was on sick leave. Kitty returned in May eager to continue working with staff and students. The 2024 year allowed for continued consolidation of learning and implementation of all learning undertaken by staff in 2023.

Tier 1 teaching has been a major focus for the year. Teaching is explicit and direct and taught whole class, with extra support for those students who are not grasping concepts. Continued success across the school has been the strong processes in place to determine who in our cohort of students requires extra support in learning. This is happening soon into their education ensuring the gap within the age group of children does not become too wide. Our Learning Diversity Officer works alongside our Speech Therapist and Catholic Education Office staff to ensure every child receives the very best education to ensure every child succeeds. Our students at risk have been given every opportunity to succeed through the tutoring program. Through our changes in teaching practice and intervention strategies we have seen excellent growth in all areas of the curriculum.

Students continue to enjoy the many specialist subjects on offer, Italian, music, visual arts, drama and physical education. Our school choir participated in Sandhurst On Show and a variety of eisteddfods. Many of our older students had the opportunity to attend Regional and State sporting events, with swimming being of a particular strength. At the end of the 2024 school year all students participated in a school musical which was well appreciated and attended by all families.

Mid 2024 staff were introduced to Magnify, an ambitious, evidence informed and wide-ranging new programs to be implemented across all Sandhurst Catholic schools in 2025. Professional development for teachers was implemented in term 4 with all teachers building their knowledge in English and Maths through OCHRE and the junior school teachers, developing their skills in the program of Initialit. These two areas of development align with the current teaching at St Mary's.

All in all, a happy and successful year. I wish to take the time to sincerely thank the staff at St Mary's as they are exceptional in all they do for the school. Also, a thank you to our parents who continue to be supportive of the school.

Kitty Hancock

Catholic Identity and Mission

Goals & Intended Outcomes

1. To develop a greater understanding of the relationship between Shared Christian Praxis (SCP) and how it guides the planning and teaching of Source of Life units.
2. To provide formation experiences for staff, students and families that link both head and heart , inviting them to explore their spiritual journey and encounters with God.
- 3.To develop staff and students' understanding of social and ecological needs through the lens of our Catholic Social Teaching and provide opportunities.

Achievements

2024 has been a year of spiritual and academic growth across St Mary's school community. We worked to fulfil the goals set at the start of the year and these were achieved. We have revisited our Catholic Identity goals and have set new goals for 2025 and beyond.

We started the school year with a beautiful whole school mass on February 6th. The mass was a lovely, yet exciting way to start the school year. This is the first year that we have had the Foundation students attend mass so early and they were wonderful.

We celebrated Shrove Tuesday on February 13th with our students, parents and guardians, the pancakes were prepared and served by St Mary's staff. We raised \$262.00 for Project Compassion. It was lovely to see so many families come along. Our total raised for Project Compassion across the term was a phenomenal \$935.50, which was the most that we have raised so far.

On Ash Wednesday, we came together with Marian College for the Ash Wednesday mass, with students from both schools reading and taking on other roles.

The JLC and MLC planned and celebrated a liturgy/ mass for their area during the term, and the whole school joined the SLC for an end of term Liturgy, which the 5/ 6 students planned and ran.

ANZAC Day 2024 was a moving event and showed the respect students and families of St Mary's hold for those who have fallen and those still serving. Our choir sang two songs during the service and many students participated with great respect and pride.

Each Learning Area planned and celebrated a mass or liturgy during each term across the year. Families and parishioners were invited to all masses and liturgies and shared a prayerful time together. Each term was completed with a wonderful mass or liturgy, with all students fully engaged and singing beautifully.

During Term 2, eleven students from St Mary's and other schools prepared for and received the Sacrament of Reconciliation on May 21st. This shared journey was completed with great enthusiasm and deep thought by the candidates and families.

From May 26th through to June 3rd the students across the school learnt more about National Sorry Day and Reconciliation Week. The F.I.R.E. Carriers led the students in creating designs on a feet template in response to National Sorry Day and Reconciliation Week. These feet were laminated and placed in the school's garden with the theme 'Walking Together'. The students also engaged in artwork with an Indigenous perspective in their Art classes for the week.

On Friday June 7th the staff participated in a Catholic Identity PD day on ECSI data, Recontextualisation and dialogue, the Source of Life: Shared Christian Praxis and Unit planning/ reflections. This was a very productive day led by David Walker from CESL.

We held a moving whole school liturgy on Thursday August 15th for the Assumption of the Blessed Virgin Mary. The students were engaged, respectful and sang beautifully. We had well-spoken readers from Year 1 to 6 and others from various year levels had roles in the Mass. It was heartening to see so many families attend the mass.

In Term 3, ten candidates prepared to receive the Sacraments of Confirmation and First Eucharist. The candidates participated in 'Spirit Day' on Friday the 11th of October. On the weekend of the 12th and 13th of October the candidates received the sacraments of Confirmation and Eucharist in two beautiful Masses. The preparation undertaken by the candidates and the culminating Masses were the result of a lot of hard work by the students, the parents, and staff.

On Friday November 22nd St Mary's students and staff came together for a lovely Mass to remember and celebrate the 'Presentation of Mary'. All students participated in the Mass respectfully and sang exceptionally well, which made the Mass so special.

On Thursday November 21st (Presentation Day) talented glass craftsman Peter Jeffery installed our new stained-glass window to commemorate St Mary's Centenary. (1923-2023). This window depicts aspects of St Mary's School that have helped the school to be what it is today. Nano Nagle, founder of the Presentation Order and the Presentation Sisters are represented by the school motto, "In Deeds, Not Words" and by the lantern that is a symbol of light and hope for the world. The window includes Mt Buffalo in the background, the Ovens River running through the image and agricultural fences pay tribute to the recent history of Myrtleford. A main feature in the window is the Bogong Moth, which is one of our totems. Their clan names are immortalised in the window: Minjambuta, Dhudhuroa and Waywurru people were the first and continuing custodians of this land. The window was funded by money raised during our Centenary Year and a large donation from Mrs Hancock as a parting gift and legacy. Cathy and Peter Jeffery kindly donated some materials to help keep the cost down.

We finished the year with our 'End of Year Liturgy' on December 12th, the whole school and families came together to celebrate the year that was. All the students sang beautifully and participated in the liturgy with respect and enthusiasm. It was a joy to be a part of the liturgy with our wonderful students. At the end of the liturgy two Year 6 students read a moving

tribute to Mrs Hancock on her retirement and two Foundation students presented her with a lovely bouquet of flowers.

The Grade 6 Graduation Mass and Presentation evening was held on December 17th. This was a time for the Grade 6 students to reflect on their time at St Mary's. The evening was filled with prayer, songs, and memories. The students' families and school staff joined the students to celebrate their time at St Mary's.

Value Added

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Learning and Teaching

Goals & Intended Outcomes

1.To develop and implement a school-wide systematic plan to collect, analyse and use data to improve student outcomes.

*To create a systematic plan for the collection, analysis and use of student achievement and wellbeing data.

* To have data stored centrally with easy access for all staff to utilise.

* For staff to develop knowledge and skills in the analysis and interpretation of data (Data Literacy)

Achievements

The first goal has been achieved successfully under the guidance of April Nannipieri who led this process.

St Mary's School Data Framework was developed by our Data Literacy Officer-April Nannipieri. The Assessment Schedule was refined, aligning all assessments with our teaching. The Assessment schedule has been finalised reflecting the mandated CES assessments. All assessments 'below the line' are based on research and evidence.

A St Mary's platform has been designed to allow for a centralised storage point, allowing all teachers access to the data on any child they may be teaching.

All St Mary's teachers attended professional development with Selena Fisk as a key note speaker on the topic of Data literacy and this informed our School Data Framework. Support on understanding and reading data to inform teaching was a major focus for the year.

2.To improve effective teaching practices to have a high positive impact on student outcomes.

*Review the EDI strategies/instructional practices from the book 'Explicit Direct Instruction' to ensure that everyone is fully informed around what is expected (when & why)

*A clear rationale for observations will be carefully shared with staff.

*A baseline observation will be conducted of the Engagement Norms by the instructional coach with a teacher to observe /learn how to identify the data. Time to have a discussion post observation will be scheduled.

*Whole school and individual targets re frequency of use of Engagement Norms will be set and teachers will then complete further observations on each other using the Engagement Norms Observation Sheet (one per term).

*Teachers with particular skills/strengths in certain areas will be identified from the baseline observation & this information will be shared.

*Individual staff identify a particular EDI strategy/ instructional practice to focus on, based on the observation data. A formal process to enable teachers to observe other teachers who are experts in that particular area will be developed (expectation of 2 observations per strategy / instructional practice)

*Track/display/graph Engagement Norm whole school targets.

Teachers have continued to fine tune their craft in teaching using the Explicit Direct Instruction model and this is evidenced across the school as all the strategies are being used. The coaching goal however has not been achieved. The process was started however once Magnify was announced with the Catholic Education Sandhurst providing Steplab in the near future, rather than going ahead on our own, St Mary's decided to pause this goal. St Mary's staff eagerly await working with Ollie Lovell in 2025 around instructional coaching. This will meet all the targets in this goal.

Student Learning Outcomes:

Student learning outcomes continue to be extremely positive, with the last two years exhibiting excellent NAPLAN results. Teachers have high expectations of their students, and this has been reflected in on the ORIMA survey completed by our students from year 3 to 6.

Student Learning Outcomes

While our students do well academically, our students also enjoy being able to use what they have learnt in their creative pursuits. The termly expos are evidence of the student's ability to 'make' and be creative. These termly expos are always well attended by parents and grandparents.

The tutoring bonus supported by the government has allowed for tier 2 intervention for students that are experiencing in their academic performance and this program has continued to significantly close the gap in learning. St Mary's aims to have excellent delivery of teaching in tier 1 but acknowledges that at times students require support and small group teaching is required. The tutoring program in the years 5 and 6 has allowed this to be provided for these students.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	475	67%
	Year 5	513	78%
Numeracy	Year 3	447	87%
	Year 5	505	89%
Reading	Year 3	442	73%
	Year 5	522	85%
Spelling	Year 3	414	60%
	Year 5	476	59%
Writing	Year 3	450	93%
	Year 5	510	78%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2024 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Student Wellbeing

Goals & Intended Outcomes

Goals & Intended Outcomes

*Implement excellent teaching procedures that ensure effective distribution of resources and expertise to improve student outcomes.

Achievements

Achievements

This goal has been achieved. A major effect on the well-being of students has been the continued use of explicit, direct instruction in tier 1 of teaching. The routines for teaching and learning are used consistently across the school, not only increasing the academic performance of our students, but also has appeared to have had an effect on well-being.

Students are doing well academically and therefore their self-esteem is very good and this has an impact on well-being. The children are very familiar with school routines, which remain the same throughout the school providing a sense of security, calmness and predictability for students. Anecdotally, this appears to have had a major effect on the calmness in classrooms and very few discipline problems in the yard.

The well-being officer continues to provide support for those students who have issues that need extra expert help, through organising outside school agencies.

Value Added

Extra-curricular activities such as sporting events, incursions, Eisteddfod choir, book week, Italian performance, Italian lunch, Christmas production and a number of other activities continue to be offered to all students in the school.

Facilitation of individual counselling and family support services continued in 2024. Parents of students who required more expert support were provided with the relevant avenues to gain the extra support required.

Our school well-being officer was a vital connection between school and families.

This role allows the school the ability to develop supporting relationships with families that were experiencing tough times and support the students experiencing well-being issues. During the school day, individual chats with students and providing different support programs for children and families in need was provided by the well-being officer.

The Positive Behaviour Intervention Strategy (PBIS) continued to promote positive behaviours across the school. The Respectful Relationships program was also delivered in 2024 with the goal of enhancing student well-being.

In 2024 Riding to Develop Ability (RDA) allowed students with difficulties the opportunity to participate in this worthwhile program that encourages self-monitoring and appropriate social

behaviours, whilst building confidence.

Student Satisfaction

Student Satisfaction

The ORIMA survey indicates St Mary's students are above the average in areas such as school climate, a sense of belonging and student safety. It is encouraging to note that teacher student relationships are higher than the average. However, it is to be noted that while we are above the average there has been a drop in some areas from the 2023 survey. The lowest area in student wellbeing in 2024 was 'student voice' which will be further developed in 2025.

Student Attendance

Student Attendance:

St Mary's Myrtleford, keeps a register of the daily attendance of all students at the school in electronic form using the software of SIMON. The register of daily attendance records the following information for each student:

- *Daily attendance-roll taken twice a day-9:00am and 2:20pm.

- *Absences recorded with reasons for absence.

- *Documentation to substantiate reason for absence.

Parents are responsible for ensuring that they notify the school to explain the absence of their

children on any school day. Notification is to be provided by telephoning the school or through PAM and should be made prior to the start of school.

St Mary's Myrtleford has implemented the following systems and procedures to follow up unexplained absences from school:

- *Where an absence has not been explained by 9am an SMS Text message is forwarded to the student's parents notifying them of the absence and requesting that they immediately contact the school. This notification is made after morning roll call as soon as practicable.

- *If no response is made by parents/carers who have been contacted the emergency number will be contacted.

- *In the unlikely event of no one contacting the school after all the above, the Administration Staff will continue to make contact during the day.

- *Where the absence remains unexplained the matter will be reported to the principal for investigation and follow up.

- *All information in relation to unsatisfactory attendance is recorded on students' files and information with respect to attendance is provided in each student's school report.

- *The requirement to follow up unexplained absences is included in the role descriptions of

identified staff.

*Where a student is unsatisfactorily absent from school, the school will contact the parents directly to seek an explanation and to remind parents of their child's obligation to attend school.

*Where parents repeatedly fail to inform the school of absences the principal will contact them directly seeking an explanation and to remind them of their obligation to report absences.

*The register is retained indefinitely and copies of information in the register are stored offsite at regular intervals.

*The register is kept for each calendar year and shows the twice daily attendance checks and any reasons for absence.

*St Mary's Myrtleford has set up a series of compliance tasks in CompliSpace Assurance, to ensure that key obligations under the Victorian Registration Standards and CECV Guidelines are managed effectively.

*Where a child continues to attend school, processes are put in place to support the family and the student.

Average Student Attendance Rate by Year Level	
Y01	88.0
Y02	94.6
Y03	93.5
Y04	90.7
Y05	91.2
Y06	93.6
Overall average attendance	91.9

Leadership

Goals & Intended Outcomes

To provide opportunities for middle leaders to flourish and develop their skills in leadership.

Achievements

In 2024 the principal was on sick leave and St Mary's had an acting principal from the beginning of the year until mid-May. The Leadership Team consisted of a Literacy Leader, Numeracy Leader, Data Leader, and Mental Health Leader. Each of these roles were introduced in 2023 and have been expertly developed by these leaders. The Literacy Leader has supported our junior school in teaching and learning strategies. The Data Leader has developed the Data Framework and up skilled teachers in their ability to read and understand data to support future teaching. The Numeracy Leader has led the staff with Numeracy Newsletters and supporting our high achievers in small group work. The role of Mental Health Leader is continually evolving to meet the needs of our students. The Mental Health Leader has been involved with Berry Street Well-being program and is supporting teachers in implementing parts of the program that align with our pedagogy at St Mary's Myrtleford. The middle leaders have taken on the opportunities to support and lead other teachers within the school and wider in some cases.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2024	
Teaching Excellence Program- Victorian Academy of Leadership and Teaching (C.Deith)	
Berry Street Education Model (A Pasqualotto, J Humphreys, K Martyn)	
DIBELS Training and Interpreting data and planning.	
Exploring gel plate printing (A Davis)	
CESL Administration Conference.(R Frost)	
CESL DP Network (L Corcoran)	
CESL Principal Briefing (T Merlo/K Hancock)	
Magnify Conference (L Corcoran/ k Hancock)	
InitialLit Training (C Deith, J Bennett, N Richardson, K Martyn, A Pasqualotto)	
Using Better Technology	
Austswim Renewal	
First Aid Course (19 staff)	
Number of teachers who participated in PL in 2024	19
Average expenditure per teacher for PL	\$970.00

Teacher Satisfaction

The ORIMA survey was conducted to gather information on staff perceptions on the working environment and development of climate and culture. The 2024 results are above the average in all areas except 'feedback' which is an area to be addressed in 2025 using Steplab. It is pleasing to see that staff are very satisfied with the collaboration in teams, professional learning and school leadership are all well above the average.

Teacher Qualifications	
Doctorate	0
Masters	4
Graduate	1
Graduate Certificate	1
Bachelor Degree	11
Advanced Diploma	3
No Qualifications Listed	2

Staff Composition	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	15
Teaching Staff (FTE)	11.93
Non-Teaching Staff (Headcount)	7
Non-Teaching Staff (FTE)	4.64
Indigenous Teaching Staff (Headcount)	1

Community Engagement

Goals & Intended Outcomes

To continue to develop relationships with the parent and wider community.

Achievements

St Mary's continues to develop parent and community partnerships. St Mary's holds a number of events during the year to help establish parent/school relationships. The Mother's/ carers Day and Father's/carers Day are very well attended, as is Pancake Tuesday and sporting days. Each unit holds termly expos where the students exhibit their work created. These days are also very well attended.

The school has established a range of formal school community partnerships through parents

and families; the local parish community and the Catholic Church.

After school care is a partnership between the local council, the local primary school and St. Mary's. The location for After School Care is in the St Mary's school grounds, offering care after school for all primary school aged children in Myrtleford.

Parents and family engagement and participation in the school's activities has been encouraged.

Parent Satisfaction

Response to the ORIMA survey this year was low therefore results may not be reflective of the whole parent community. The results collected indicate that parents are satisfied that St Mary's teaching matches their child's developmental needs (at the 88th percentile) and the learning climate of the school is at the 92nd percentile. Communication between the school and families is at the 88th percentile which is encouraging. These results are pleasing.

Financial Performance

The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au.

For more detailed information regarding our school please visit our website at www.smmyleford.catholic.edu.au