

2025

Annual Report to the School Community



St Mary's School

43 O'Donnell Avenue, MYRTLEFORD 3737

Principal: Andrea O'Connor

Web: www.smmyrntleford.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 2025 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 17 Apr 2026

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 2025, “Pilgrims of Hope” aligned Catholic Education Sandhurst with the Catholic Church’s international Jubilee Year, inviting our education community to take up Pope Francis’s call to “fan the flame of hope that has been given us”. As St Paul reminded us in his letter to the Romans “hope does not disappoint us, because God’s love has been poured into our hearts through the Holy Spirit that has been given to us” (Romans 5:5).

Magnify Sandhurst

The rollout of Magnify Sandhurst across our 51 schools has been the most significant educational initiative in our system’s history. With the support of our partners—Steplab, Knowledge Society, MultiLit, and Ochre Education—Magnify has begun to transform classroom practice, curriculum delivery, and professional learning. The introduction of low-variance curriculum models, instructional coaching, and MTSS frameworks has provided a consistent and evidence-informed foundation for teaching and learning.

Early indicators from NAPLAN and PAT assessments suggest promising trends in student growth. The Magnify model’s emphasis on clarity, structure, and responsiveness has been well received by educators, and the gradual release of responsibility for both students and teachers is fostering a culture of deep learning and professional agency.

Academic Progress and Achievement

While full impact data will take time to mature, 2025 has seen encouraging signs of improvement in student outcomes. Schools implementing Magnify with fidelity are showing gains in foundational literacy and numeracy. VCE results across Sandhurst secondary schools continue to vary, but the system-wide focus on instructional quality and curriculum alignment is expected to stabilise and lift performance over time.

System Solidarity and Subsidiarity

The balance of solidarity and subsidiarity remains central to our system’s identity. In 2025, CESL continued to provide centralised support while respecting the unique character and needs of each learning centre. This approach has enabled shared growth and innovation, while empowering local leadership to respond to their communities with agility and insight.

Know Better, Do Better

As we deepen our commitment to continuous improvement, we have embraced the principle of “Know Better, Do Better.” This has meant courageously de-implementing programs that no longer serve our evolving goals, and supporting staff through transitions with empathy and

clarity. The humility to reflect, learn, and grow has been a hallmark of our leadership this year.

I remain deeply grateful to our school staff, CESL Office personnel, and the members of the CESL and Board for their unwavering commitment to our shared mission. The leadership and dedication demonstrated across our schools have made an outstanding impact in bringing Magnify to life throughout 2025, and the collective efforts of our entire education community continue to ensure that our young people and their families are empowered to have “life to the full” (John 10:10).

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

In 2025, St Mary's Primary School continued its commitment to nurturing a faith-filled, inclusive and high-performing learning community. This year also marked an important leadership transition, with Andrea O'Connor commencing as Principal following the retirement of Kitty Hancock, whose leadership has deeply shaped St Mary's over many years.

Catholic Identity and Mission remained central to school life. A key focus was deepening staff understanding of Shared Christian Praxis to strengthen the planning and teaching of Source of Life units. Through professional learning provided by CESL's Blessed, Broken and Shared program, staff developed confidence and consistency in delivering rich, reflective Religious Education. Whole-school liturgies, parish Masses, shared spirituality days and family formation opportunities invited students, staff and families to connect faith with lived experience, further strengthening our identity as a vibrant Catholic community.

In Learning and Teaching, the school prioritised clarity and consistency in evidence-based practice to maximise student learning outcomes. Staff engaged in collective professional learning focused on Explicit Direct Instruction and alignment with Magnify Sandhurst. The implementation of InitialLit within our Structured Literacy approach, revisions to engagement norms, and collaborative work in Professional Learning Communities supported a shared understanding of high-impact instructional strategies. The introduction of StepLab Instructional Coaching further strengthened reflective practice and consistency across classrooms, laying strong foundations for continued instructional improvement.

Student wellbeing was another significant priority. Targeted Tier 2 interventions were implemented to support student anxiety and emotional regulation, supported by staff professional learning in Peaceful Kids and the Berry Street Education Model. Clear processes and partnerships with external agencies ensured students requiring more intensive support received timely, individualised care, enhancing both wellbeing and learning readiness.

As a new principal, a key focus was building authentic relationships through visibility, approachability and open communication. Community events such as the re-introduction of the St Mary's School & Parish Fete, consultation processes and feedback informed the development of a comprehensive communication strategy to strengthen partnerships with families and the parish. Leadership also continued to refine governance, policies and processes to ensure clarity, compliance and strategic alignment.

I would like to sincerely acknowledge the outstanding contribution of Kitty Hancock. Through her dedication, faith-driven leadership and commitment to students, staff and families, Kitty leaves a strong legacy that continues to guide the school's direction.

Looking ahead to 2026, St Mary's remains committed to deepening family partnerships, strengthening instructional practice and supporting student wellbeing, ensuring our community continues to thrive.

Andrea O'Connor

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

In 2025, our school remained committed to nurturing the formation of our community to recognise the presence of God at work in their lives and their responsibility for mission and service in the Church and the world. A key focus was deepening understanding of Shared Christian Praxis (SCP) and its role in guiding the planning and teaching of Source of Life units.

Through professional learning provided by CESL's Blessed, Broken and Shared program, staff engaged in unpacking scripted lessons during REL Network Day, enabling successful classroom implementation. This initiative strengthened teacher confidence and consistency in delivering faith-based curriculum, embedding SCP principles into daily practice, and fostering a more authentic and reflective approach to religious education.

Alongside this, we prioritised providing formation experiences for staff, students, and families that connect both head and heart, inviting them to explore their spiritual journey and encounters with God. Opportunities included Blessed, Broken and Shared sessions, CESL Spirituality Day shared with Marian College and the parish, and whole-school liturgies and Masses with the parish community.

Moving forward St Mary's will strategically focus on developing staff and students' understanding of social and ecological needs through the lens of our Catholic Social Teaching through the implementation of our Annual Action Plan.

Value Added

These experiences enriched the spiritual life of the school, creating meaningful engagement and shared faith practices while strengthening partnerships with families and the parish. Collectively, these initiatives reinforced our identity as a vibrant Catholic community and deepened the theological and spiritual formation of all members.

These experiences include:

- St Mary's Sacramental Program (Reconciliation and Confirmation & Eucharist)
- Project Compassion - Integration of classroom Resources, Pancake Breakfast & Fundraising
- Termly whole school Masses
- Celebration of Feast and Holy Days with the Parish and Marian College
- Whole School Implementation of revised Source of Life lessons
- Completed ECSI Surveys and engaged in data analysis to inform strategic planning
- Principal and REL attended the ECSI Conference (Bendigo Feb 2025)
- Whole staff PL in Blessed Broken & Shared termly
- CESL Spirituality Day- collaborated in PI with Marian College and Parish
- All staff achieved the required TAP hours

Learning and Teaching

Goals & Intended Outcomes

1. To develop clarity and embed consistency in the expected impact teaching strategies across the school
2. To develop a culture of professional dialogue around teaching practice.

Achievements

In 2025, our school prioritised improving effective teaching practices to ensure a positive, high impact on student outcomes. A key focus was developing clarity and embedding consistency in the expected impact teaching strategies across the school. To achieve this, staff collectively reviewed Explicit Direct Instruction (EDI) strategies and instructional practices to align with Magnify Sandhurst, building a shared understanding of the evidence behind EDI pedagogy. Engagement norms were revised and displayed in every classroom, and our Structured Literacy program was adapted to InitialLit. Professional Learning Communities (PLCs) engaged in comparing and contrasting instructional practices within the Magnify Low Variance Curriculum (InitialLit & Ochre) and EDI. Additionally, the scope and sequence for literacy was updated to reflect InitialLit.

Complementing this work, we focused on developing a culture of professional dialogue around teaching practice. Short videos modelling agreed engagement norms and group rehearsals were used to support consistency, and StepLab Instructional Coaching was introduced. Instructional coaches attended targeted professional learning and provided training to staff, while leadership began working on embedding a whole-school coaching process and reviewing classroom structures to support instructional coaching in 2026.

Student Learning Outcomes

These initiatives have significantly strengthened teacher clarity and confidence in implementing high-impact strategies. The integration of evidence-based programs such as InitialLit, combined with the use of StepLab for coaching and feedback, has fostered a collaborative professional culture. Teachers are now engaging in reflective practice supported by clear norms and modelling resources, ensuring consistency across classrooms. This collective approach enhances instructional quality and sets a strong foundation for sustained improvement in student learning outcomes.

Data Sets:

NAPLAN

Year 3

St Mary's achieved an above the state and national average in all tests except writing and numeracy in these tests they were at the state average.

Year 5

St Mary's achieved well above the state and national average in writing, grammar & punctuation and numeracy tests and above reading and spelling.

St Mary's achieved above expected growth in writing, grammar & punctuation and numeracy against 'like schools'

NAPLAN - Proportion of students meeting the proficient standards					
	2025 (current year)			2-Year Average	
Domain	Year level	Mean Scale score	Proficient	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	448	76%	462	72%
	Year 5	566	92%	540	85%
Numeracy	Year 3	420	82%	434	85%
	Year 5	542	100%	524	94%
Reading	Year 3	431	82%	437	78%
	Year 5	525	86%	524	86%
Spelling	Year 3	410	82%	412	71%
	Year 5	527	92%	502	76%
Writing	Year 3	439	94%	445	94%
	Year 5	538	93%	524	86%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2025 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

1. Development and implementation of the St Mary's behaviour curriculum.
2. To strengthen student wellbeing by providing targeted interventions to support anxiety and emotional regulation

Achievements

In 2025, St Mary's strengthened student wellbeing through the development and implementation of a whole-school Behaviour Curriculum alongside targeted interventions to support student anxiety and emotional regulation. Guided by Classroom Mastery professional learning, the school undertook a comprehensive review of the existing PBIS Matrix to ensure behaviour expectations were clear, consistent, and aligned with our school values. This process led to the establishment of shared routines, signals, and explicit expectations across all classrooms, creating calm, safe, and predictable learning environments that support student wellbeing and engagement.

To further strengthen wellbeing outcomes, the school implemented Tier 2 interventions designed to build resilience and support emotional regulation. Staff capacity was enhanced through targeted professional learning, with Ashley Pasqualotto completing Peaceful Kids training and Andrea O'Connor undertaking training in the Berry Street Education Model. This enabled the provision of timely, point-of-need support for students experiencing anxiety or emotional regulation challenges. In addition, strong partnerships were established with Gateway Health to provide Tier 3 interventions for students requiring more intensive support. Clear identification processes and referral pathways were developed, ensuring students receive timely, evidence-based support tailored to their individual needs. Collectively, these initiatives have embedded a consistent, preventative, and responsive approach to behaviour and wellbeing across the school.

Value Added

The integrated approach to wellbeing at St Mary's has added significant value through the alignment of a whole-school Behaviour Curriculum with targeted, tiered wellbeing interventions. Consistent routines, clear expectations, and explicit behaviour teaching have created safe, predictable environments that support emotional regulation and reduce student anxiety. Targeted professional learning has strengthened staff capacity to respond proactively

to wellbeing needs, while established referral pathways and external partnerships ensure timely and appropriate support for students requiring additional intervention. Collectively, this cohesive framework has enhanced student resilience, engagement, and wellbeing, while building staff confidence and sustainable whole-school practice.

Student Satisfaction

Analysis of the 2025 ORIMA Research student survey and the ACER Social and Emotional Wellbeing Survey indicates strong and positive student perceptions across key domains, with results consistently above the CESL average. Students reported high levels of agreement in areas including Rigorous Expectations, School Climate, Teacher–Student Relationships, School Belonging, Learner Disposition, Student Safety, and Enabling Safety. These results reflect the effectiveness of the school's consistent behaviour and wellbeing practices in establishing a safe, welcoming, and supportive learning environment.

The data also highlights areas for continued growth, specifically in student engagement and student voice. While students feel secure and valued at St Mary's, feedback indicates a desire for increased opportunities to contribute to decisions about their learning and school life. In response, the school will continue to strengthen structures that promote authentic student voice, including greater opportunities for student leadership, feedback, and agency within classrooms and across the school. These actions will build on existing strengths to further enhance student engagement, ownership of learning, and overall satisfaction.

Student Attendance

St Mary's Myrtleford maintains an accurate and comprehensive electronic register of student attendance using the SIMON student management system. Attendance is recorded twice daily at 9:00am and 2:20pm, with all absences logged alongside documented reasons and supporting evidence where required. Parents and carers are responsible for notifying the school of their child's absence prior to the commencement of the school day via telephone or PAM. Where an absence remains unexplained following the morning roll, an SMS notification is issued to parents requesting immediate contact, followed by further contact with emergency contacts if required. Unexplained absences are escalated to the Principal for investigation and follow-up, with all attendance information recorded on student files and reported in student reports. Attendance procedures are embedded within staff role descriptions and supported through compliance tasks in CompliSpace Assurance to ensure alignment with Victorian Registration Standards and CECV Guidelines.

In 2025, the school's average attendance rate was 91%. While this reflects strong engagement for many students, improving attendance remains a priority. In 2026, St Mary's aims to lift average attendance to 95% through continued education of families about the importance of regular school attendance and the impact it has on learning and wellbeing.

Targeted Tier 2 and Tier 3 supports will be provided for students experiencing school-related anxiety, with a strong focus on early intervention, collaboration with families, and engagement with CESL to develop individualised attendance support plans where required.

Average Student Attendance Rate by Year Level	
Y01	88.01
Y02	94.6
Y03	93.52
Y04	90.67
Y05	91.24
Y06	93.63
Overall average attendance	91.95

Leadership

Goals & Intended Outcomes

- 1) To strengthen community engagement and communication.
- 2) Build collective instructional leadership and teaching consistency.

Achievements

As a new principal, my foremost priority was to build authentic relationships with the school and parish community by being visible, approachable, and actively involved in school life. This commitment was demonstrated through hosting and participating in key events such as the recent St Mary's Spring Fling Fete, which provided valuable opportunities to connect with families and strengthen community spirit. Working as part of a new leadership team, we also focused on improving communication with families through consultation, feedback surveys, and analysis of perception data. These efforts have informed the development of a comprehensive communication strategy, which will be launched at the beginning of the new school year to ensure clarity, transparency, and stronger engagement across our community. In addition to community engagement, the leadership team prioritised strengthening instructional leadership and fostering a culture of collaboration and professional growth. A key focus was supporting teachers through evidence-based practices and coaching to ensure consistency and clarity in classroom instruction. Leadership worked closely with instructional coaches to embed Classroom Mastery and StepLab processes, providing targeted professional learning and feedback to staff. This included reviewing classroom structures to enable effective coaching and planning for a whole-school approach to instructional improvement in 2026. Furthermore, leaders facilitated meaningful dialogue about teaching and learning through Professional Learning Communities (PLCs), enabling collaborative analysis of instructional practices and supporting the implementation of high-impact strategies aligned with Magnify Sandhurst and EDI pedagogy.

To strengthen governance, the leadership team continue to develop and refine policies and processes that ensure transparency, compliance, and alignment with school priorities. This work has provided a clear strategic framework for decision-making and accountability across all areas of school operations.

I would also like to acknowledge Ashley Pasqualotto's contributions to St Mary's Primary School. She has been part of this community for over a decade as a parent, teacher and leader. On behalf of the St Mary's School Community, I wish her every success in her new position as Principal of St Joseph's Beechworth.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2025	
Catholic Diocesan Leadership Program- A Pasqualotto Berry Street Education Model - Andrea O'Connor Classroom Mastery- Whole Staff Source of Life/ REL Network- J Bennett ECSI Conference- J Bennett & A O'Connor DIBELS Training and Interpreting data and planning- Whole Staff Enquiry Tracker & Payroll.(R Frost) CESL DP Network (A Pasqualotto) CESL Principal Briefing (A O'Connor) StepLab Training- A Nannipieri & L Corcoran InitialLit Training (C Deith, J Bennett, N Richardson, K Martyn, A Pasqualotto) MiniLit & MacqLit Training- A Pasqualotto, S Sharp, S Rinaldo, A Millar, N O'Calloghan CompLiLearn Modules- Whole Staff Anaphylaxis & CPR (19 staff) Microsoft 365 training- Whole Staff Ochre Videos- A Nannipieri & L Corcoran	
Number of teachers who participated in PL in 2025	21
Average expenditure per teacher for PL	\$510.00

Teacher Satisfaction

Analysis of the 2025 ORIMA Teacher Satisfaction Survey, alongside insights gathered through Annual Review Meetings, indicates that staff perceptions at St Mary’s are consistently above the CESL average across a range of key domains. These include student safety, school climate, staff–leadership relationships, instructional leadership, feedback processes, school leadership, staff and psychological safety, and Catholic identity. These results reflect a strong foundation of trust, relational leadership, and a shared commitment to creating a safe, supportive, and values-driven learning environment.

The data also highlights areas for continued growth, specifically in professional learning, collaboration, and support within teams, where results were at or below the CESL average. Through staff consultation and dialogue, this was attributed to the implementation of the Magnify initiative, where some staff perceived that elements of the professional learning did not extend learning beyond existing practice. Notably, staff identified Dr Jared Cooney Horvath’s professional learning on the Science of Learning as a valuable exception, citing its relevance and impact on instructional practice.

In response to this feedback, leadership has taken a solution-focused approach by refining the professional learning model to better differentiate and respond to staff needs. Collaborative Professional Learning Communities are being strengthened to provide meaningful opportunities for shared practice, instructional dialogue, and collective efficacy. These structures aim to enhance relevance, deepen collaboration, and ensure professional learning is responsive, purposeful, and aligned with school priorities, thereby improving staff satisfaction and supporting sustained instructional improvement.

Teacher Qualifications	
Doctorate	0
Masters	2
Graduate	1
Graduate Certificate	1
Bachelor Degree	10
Advanced Diploma	2
No Qualifications Listed	4

Staff Composition	
Principal Class (Headcount)	4
Teaching Staff (Headcount)	15
Teaching Staff (FTE)	11.73
Non-Teaching Staff (Headcount)	7
Non-Teaching Staff (FTE)	5.18
Indigenous Teaching Staff (Headcount)	1

Community Engagement

Goals & Intended Outcomes

To strengthen community engagement and communication.

Achievements

In 2025, St Mary's Primary School placed strong emphasis on strengthening connections with families and the parish community. Our approach focused on creating opportunities for meaningful interaction and fostering a sense of belonging. Events such as the Holy Day celebrations, Mother's and Father's Day, Book Week and the recent Spring Fling Fete provided a vibrant platform for families to come together, celebrate, and engage with the life of the school. These occasions were complemented by ongoing efforts to improve communication, informed by consultation, feedback surveys, and perception data. This work has led to the development of a comprehensive communication strategy, which will be launched at the beginning of the new school year to ensure clarity, transparency, and stronger engagement.

Looking ahead, community engagement remains an area for growth. In 2026, we aim to move beyond events and communication by developing opportunities for greater parent involvement in student learning and actively welcoming families as partners in the educational journey. This will include initiatives that invite parents to participate in classroom experiences, contribute to school programs, and strengthen the home-school partnership.

Parent Satisfaction

Analysis of the 2025 ORIMA Family Perception Survey indicates that overall family satisfaction at St Mary's is strong, with results above the CESL average in key domains including School Fit, School Climate, Student Safety, Communication, and Catholic Identity. These results affirm that families value the welcoming environment, feel confident in the safety and care of their children, and strongly identify with the school's Catholic ethos and sense of community.

The data also identifies opportunities for growth in the areas of family engagement and perceived barriers to engagement. Through consultation and reflection, it is recognised that while communication is effective, there is a need to broaden opportunities for families to actively engage with and contribute to school life in ways that are accessible and responsive to diverse family circumstances. In response, the school is developing targeted strategies to strengthen partnerships with families, reduce barriers to participation, and increase inclusive engagement opportunities. These actions will be informed by ongoing feedback and aligned

with the school's communication strategy, with the aim of further enhancing family voice, connection, and shared ownership of the school community.

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