



# 2023

## Annual Report to the School Community



### St Mary's School

45-49 King Edward Street, COHUNA 3568

Principal: Jarrod Mullavey

Web: [www3.smcohuna.catholic.edu.au](http://www3.smcohuna.catholic.edu.au)

Registration: 1253, E Number: E3033

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## Principal's Attestation

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I, Jarrod Mullavey, 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 20 Mar 2024

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## About this report

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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](#).

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## Governing Authority Report

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The 2023 Catholic Education Week theme “Let the Words You Speak Always Be Full of Grace” reminds us of Pope Francis’s call to be a synodal Church in which our understanding of others and respect for diversity is shaped by respectful dialogue borne from deep listening.

Catholic Education Sandhurst continues to be committed to providing contemporary and innovative learning environments that value diversity and promote care, respect and co-operation. In 2023 we launched the CES Ltd Strategic Plan 2023-2027 which sets out directions and priorities that will guide the way in which our Catholic schools pursue excellence in fostering the development of each person in all the dimensions of human existence: intellectual, spiritual, emotional, bodily, relational, environmental and cultural.

Schools have begun the process of developing School Improvement Plans aligning their local strategic planning to the CES Strategic Plan, under the direction of Principal Consultants and in response to schoolbased review findings.

Our governance structure continues to mature, with both CES Ltd and SCECEC Ltd committed to ensuring the highest quality student outcomes in a safe and nurturing environment.

Our learning data has identified pockets of excellence in school communities across the diocese but also highlighted greater scope for improvement in the future. The development of the CES Ltd Catholic Learning and Teaching Framework will promote greater collaboration and focus on student learning growth.

The nation-wide shortage of teachers continues to impact all schools demanding new and innovative ways to attract and retain high quality and committed Catholic educators. Strategic initiatives will prioritize workforce placements that are sustainable and ongoing with particular attention given to our remote and smaller communities.

CES Ltd has a small number of schools with low enrolments and personnel and the Catholic Education Office works closely with leadership in these schools to ensure continued viability. An incentive scheme to attract and retain educators has been initiated and the CES Ltd Board has taken a robust interest in the way small schools are promoted through the CES Ltd Marketing Strategy.

I am extremely grateful for the commitment and professionalism that is clearly identified by the efforts throughout 2023 of Catholic Education Sandhurst Ltd - our schools and personnel in the Catholic Education Office. They continue to work tirelessly for the students and families in our schools, true bearers of the Mission to which they have been called.

PAUL DESMOND

Executive Director, Catholic Education Sandhurst Limited

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## Vision and Mission

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Our School Identity and Vision Statements

### OUR MOTTO

In All Things May God Be Glorified

St. Mary's Parish Primary School is a Catholic Community following in the Good Samaritan tradition where God is glorified in all things

### OUR IDENTITY

At St Mary's all will be included, nurtured, faith-filled, respected and inspired to reach their full potential.

### GRADUATE OUTCOMES

St. Mary's endeavours to educate Learners who are:

- Respectful
- Resilient
- Confident
- Critical thinkers
- Lifelong Learners
- Faith filled and Socially just

### VISION STATEMENT

Respectful - we have respect for ourselves, others and the environment

Resilient - to empower learners to seek solutions, overcome challenges and celebrate success

Confident - to nurture healthy self esteem, that gives learners the confidence to challenge

themselves and follow their dreams

Critical thinkers - to develop curious, creative thinkers that question and wonder about the world around them.

Lifelong learners - to foster self-motivated learners with a passion for pursuing knowledge and

understanding of their world

Faith-filled and Socially Just - to be inspired by the story of Jesus and walk in his footsteps. To

become global citizens who treat everyone with compassion and empathy.

St Mary's Cohuna is where in all things may God be glorified. At St Mary's we aspire to make a difference to every child. Through a commitment to faith and learning, we provide innovative

learning experiences that are rich, real and relevant. Through providing a safe and fun environment, learning is possible for all.

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## School Overview

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Our school is located in the northern Victorian town of Cohuna, 274 kilometres north of Melbourne with a population of approximately 2,400 people. St Mary's currently enrolls 105 learners and employs 21 staff. The school has been a significant part of the town's history since 1926. St Mary's is a co-educational catholic school that encompasses the level Foundation (Prep) to Year 6. St Mary's has an SES of 88 and an ICAS of 966.

St Mary's prides itself on offering personalised learning to each and every child. Our school is driven by the needs, wants and desires of its learners. At St Mary's all learning is planned with the learner at the core of all we do. With a focus on social and emotional wellbeing we provide support, and explicitly teach strategies that allow our learners to grow in resilience. Our learners are encouraged to explore their gifts and talents, striving to be the best that they can be! Our Pastoral Wellbeing approach in conjunction with our Positive Student Behaviour Policy, promotes positive self-awareness of all in our community.

Our learning spaces are large and attractive, both heated and cooled in relative seasons. St Mary's has recently built a new administration building and completed the refurbishment of two learning spaces to ensure they are modern, comfortable and conducive to contemporary pedagogy. Our grounds are pristine with large playing areas, with a variety of equipment for Learner choice. Our grounds are inclusive of all interests and imagination and provide space for our Learners grow and enjoy themselves.

At St Mary's we employ an Inquiry based approach to learning within an integrated curriculum, developing the knowledge, skills and dispositions outlined by the Victorian Curriculum.

In preparing our Learners for the future, we recognise the importance of developing their capacity to learn how to learn. Our inquiry approach draws on a range of tools and strategies to develop the Learners thinking, inquiring, researching, communication and self management skills.

St Mary's integrates the "Source of Life program," Religious education program into the curriculum daily. The Source of Life is a program designed by the Diocese of Sandhurst and is delivered for approximately two and a half hours a week. Prayer, liturgy and attendance to

Mass is also an integral part to one's faith development and the school partakes in such traditions regularly.

Learners who require additional support are identified and supported with intervention or extension strategies, plans, and programs. Such learners are monitored through rigorous and ongoing data analysis. Learners with additional needs can be social and emotional, cognitive or physical. St Mary's works in unison with the Catholic Education Sandhurst Pastoral Wellbeing team and qualified health professionals to ensure we are meeting the various needs and adjustments of our learners.

We are proud of our learning environment which aims to provide contemporary practices and current educational methodology to our Learners. We have 1:1 devices throughout the school,

We integrate such tools into our teaching to engage and remain relevant to our Learners. St Mary's offers specialist curriculum such as The Arts (Performing & Visual), Physical Education, and our Language other than English is Italian. Due to our class sizes, we are able to share expertise and resources so that our Learner's needs are being targeted and driven by data regularly.

St Mary's uses a variety of assessment tools to gather data on the progress of individual Learners. We follow a formal assessment schedule throughout the year to ensure our Learners are being taught at the required and personalised levels. The data is used and analysed regularly to inform our teaching practices. Assessment is regularly discussed in a collaborative setting to ensure we are meeting the needs of our individual Learners and using all teaching expertise available. Data driven teaching is expected at St Mary's. Assessment tools used are; anecdotal records, checklists, moderated work samples, diagnostic tests, observations, peer and self assessment protocols, conferences and assignments.

All further information, policies and procedures as well as current communication can be found on the school website: [www.smcohuna.catholic.edu.au](http://www.smcohuna.catholic.edu.au)

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## Principal's Report

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2023 was an engaging and busy school year for all at St Mary's Cohuna. Staff changes included the return from maternity leave for Meaghan Lamb and Chloe Adams. Early careers teachers Lily Beer and Zoe Dennis also joined the team. Specialist teachers Matt Mann (Music) and Tess Warrington (Art) shared their expertise with our school community. Stacey Patterson joined the office staff. Fr Dean Bongat consolidated his reputation as a wonderful leader of Catholic Faith in our community, sharing his wisdom and knowledge at school masses, Sacramental celebrations and themed liturgies throughout the year. Our team was rounded off by the addition of School Chaplain Leiza Mathers.

The school community was pleased to see the decline in COVID cases from previous years affecting attendance at school. The improved health of staff and students led to more consistency in teaching and learning across the school year.

We enjoyed onsite Masses and liturgies throughout the year, highlighted by our beginning and end of year celebrations, St Mary's Feast day (December), Sacraments of Confirmation and Eucharist led by Bishop Shane Mackinlay (August) and Sacrament of Reconciliation (Nov). In May, Fr Dean was at school to provide a blessing for our school community animals at our annual Pet Day celebration.

The St Mary's staff continue to work with the whole school principles and practices of teaching and learning allowing great clarity and direction among the teaching staff. St Mary's continued its Visible learning journey, using this approach to provide a shared vision of teaching and learning, whilst refining practice and deepening our understanding of pedagogy. This year marked the final year of our support from Corwin (John Hattie and Sam Rodgers) and now we look to sustain this approach through targeted planning, evaluation and reflection.

The school continued to follow the work of Hugh Van Cuylenburg and The Resilience Project to support learner's wellbeing needs. Staff worked through Hugh's second book "Let it go" building capacity at staff meetings. The focus shifted to letting go of shame, (unrealistic) expectation and addition to social media.

Our Pat R & M data was generally stable across the school. NAPLAN was successful as we consolidated our online participation. Our data showed our Yr3 cohort to have strengths in Numeracy and Writing, whilst our Yr 5 cohort was stronger in Writing and Reading. Staff were

able to use this data to evaluate teacher impact, a practice that aligns to the school's Visible Learning philosophy. The data also provided evidence of trends and growth areas we have as a school, influencing further staff development.

The School Advisory Council was again led by second year Chair Brent Borkowski. Rob Merkel and Ben Appleby remained on the SAC as did Tim Douglass. Ella Pollock, Kris Cameron, Clancy Graham, Josh Coombs, Shelley Matthews and Sacha Keir joined the team. The SAC continued to meet twice per term in an advisory role, supporting the staff of the school, firm in the belief that by working together, the staff and parents can better provide a high quality educational environment for our learners. It was the council's idea to move from the old burgundy coloured school jumpers and jackets to the popular and well received new navy style.

St Mary's continued to build on its strong focus areas of teaching and learning supported by a focus on wellbeing that are underpinned by a foundation of Catholic faith. Literacy, Numeracy and R.E. were given a greater focus. The staff and community were flexible and supportive of each other and learners' needs were the focus of every decision that was made. The school community enjoyed coming together to celebrate special occasions and events such as: the Sacraments of Confirmation/Eucharist and Reconciliation, school camps, Mother's, Father's and Grandparent's day, and our second annual Pet day.

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## Catholic Identity and Mission

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### Goals & Intended Outcomes

- To explicitly connect our curriculum to our beliefs and traditions
- To build positive relationships with our Parish through regular participation in Mass
- To develop teacher capabilities in the teaching of religious education & scriptures

### Achievements

St Mary's again engaged with Colleen Hampson from CES Ltd to build R.E. teaching and learning capacity among staff. Colleen led unit planning termly and was always available to support and guide staff in their faith development. We developed a two year scope and sequence of R.E units across the school to ensure all content was covered during this period. Staff continued to apply a Shared Christian Praxis approach to teaching the Source of Life curriculum. Classes average two to three R.E. lessons across the week as well as daily morning and afternoon prayer.

We had a prayer focus on staff PD led by CES Ltd staff.

Graecen Cartwright completed her accreditation to teach R.E. studies through CES Ltd. This study included two days per term of offsite professional development.

New guidelines were introduced that mean accredited staff now need to attend 50 hours of R.E. professional development over a 5 year period to remain qualified to teach Religious Education.

Father Dean embedded himself as a kind, friendly and valued member of our school community. He supports the parish, our staff and the faith and spirituality of our learners. He makes our masses fun, enjoyable and relevant. He is warm and welcoming to all that he encounters and in the short time that he has been with us, Fr Dean has learnt the names of almost everyone in our parish! The St Mary's community is incredibly blessed to be led by such an incredible faith leader.

### Value Added

- PD in R.E. teaching and learning
- Development of R.E. Scope and Sequence
- PD in prayer
- Graecen Cartwright completed accreditation in R.E studies
- St Mary's hosted St Patrick's Pyramid Hill and St Joseph's Kerang in a Learner Spirituality day

- Gen Bryant held a concert at school
- Celebrated our 2nd Annual Pet Day - blessing provided by Fr Dean
- Bishop Shane Mackinlay celebrated Sacraments of Confirmation and Eucharist with Yr6 learners
- Fr Dean celebrated Sacrament of Reconciliation with Yr 4 learners
- Class masses celebrated with Fr Dean
- Community Involvement - Remembrance Day, Anzac Day
- Connections to the parish - Sacraments: Reconciliation, Advent masses, Feast Day celebrations
- Social Justice - Project Compassion, Harmony Day, CARITAS
- Building Community - Beginning year Mass & End of year mass, Grandparents Day, Mother's & Fathers Day liturgies and gatherings
- Mass & Graduation evening

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## Learning and Teaching

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### Goals & Intended Outcomes

- To understand and use data to triangulate and target teaching: knowing thy impact
- To teach and learn collaboratively: sharing practice and strategies
- To provide deep learning through thorough planning and explicit teaching

### Achievements

St Mary's committed to whole school professional development to have deep knowledge and understanding of evidence based practice as explored via Visible Learning. This journey allows teachers to action research practice and pedagogy that strives to build teacher capacity and improve learner outcomes. Staff were able to consolidate their understanding and effective use of learning intentions and success criteria to ensure lesson objectives were clear and assessment was shared between teacher and learner. Staff have begun using Structure of the Observed Learning Outcome (SOLO) Taxonomy to ensure a transfer of learning from surface to deep. Staff have enjoyed the clarity of theory and knowledge of pedagogy and are immediately making changes to their classroom practice to improve learner outcomes.

A focus on the effective use of data was supported by professional development from Selena Fisk. Her book: *Using and Analysing Data in Australian Schools* was shared with staff and will continue to provide a valuable resource for staff to use as a guide.

In line with our Visible learning, St Mary's staff welcomed the opportunity to take part in regular performance and development, as well as observation and feedback to grow and learn from one another. Staff initially integrated professional PIVOT goals with an element of Visible learning and focused on a specific aspect of practice in the classroom. Colleagues were provided with time and a protocol to follow and definitely tabled the desire to do this more frequently in the future. Pivot whole school data and trends could be used to identify strengths in staff to learn from.

This year St Mary's reported both in Semester One and Two. Our reports included all curriculum areas taught. We again continued the trend of sustaining growth for the majority of our learners. St Mary's staff will continue professional development in the area of Visible Learning and hope to see even greater academic improvements among learners moving forward.

Value added included:

- Collaborative teaching and learning sessions & weekly team time
- PD in the areas of Visible Learning, effective teaching and use of data
- Facilitated planning sessions with curriculum leaders
- Formalised Induction of new staff
- Mentoring of early years staff
- Data discussions shared learning spaces and targeted teaching to share academic accountability of learners in levels
- Levelled planning meetings to discuss
- Termly assessment and testing to gather learner data and target teaching
- Learner Discovery Team & Tutoring supports to extend and intervene.

### **Student Learning Outcomes**

Through our Visible Learning approach to Teaching and Learning, the aim was to teach more explicitly and with greater clarity around learning goals.

Our school based data (pre and post tests, PAT testing) shows stability in Numeracy and steady growth in Literacy.

Year 3 NAPLAN data shows the learners are close to the average results from school's with similar backgrounds. Our Year 5 data shows learners are close to the average in the areas of: Writing, Spelling and Grammar and below in Reading and Numeracy.

As a results of our Numeracy and Reading data we have employed a staff member to work 3 days each week out of the classroom with the explicit focus of building staff capacity in these areas to increase student outcomes.

<b>NAPLAN - Proportion of students meeting the proficient standards</b>			
<b>Domain</b>	<b>Year level</b>	<b>Mean Scale score</b>	<b>Proficient</b>
Grammar & Punctuation	Year 3	339	32%
	Year 5	375	21%
Numeracy	Year 3	378	72%
	Year 5	424	36%
Reading	Year 3	332	42%
	Year 5	447	36%
Spelling	Year 3	345	37%
	Year 5	431	36%
Writing	Year 3	372	58%
	Year 5	436	57%

\*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2023 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.

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## Student Wellbeing

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### Goals & Intended Outcomes

- To explicitly teach Child Safe curriculum through tracking and, monitoring social and emotional wellbeing
- To empower learners to respect themselves, others and the environment
- To explicitly teach and integrate Indigenous curriculum

### Achievements

St Mary's deepened its knowledge and understanding on Positive Behavioural Interventions and Supports. Learners' good behaviour was rewarded with RRR tokens that could then be exchanged for stationary and small classroom resources.

We completed our journey with The Resilience Project providing support, strategies and curriculum for our Learners, Staff and families. This included the practice of Gratitude, Empathy and Mindfulness when times were uncertain and challenging. Our families, learners and staff all engaged positively with this program. The staff read 'Let it Go' the second Resilience Project book to start the 2023 year. Staff and parents were offered online workshops hosted by Hugh Van Cuylenburg at different times throughout the year.

Janine Fletcher continued in her Specialist role of teaching Wellbeing strategies to our learners. Janine aligned her teaching to the Friendship Savers and RRRR curriculum, focusing on what makes a good friend and how to self-regulate in different situations.

Meg Cooke stepped up to lead our staff in the area of Pastoral Wellbeing and Indigenous Perspectives Curriculum. We were also supported and guided in this area by Steve Hicks from CES Ltd.

St Mary's was extremely excited to employ Leiza Mathers as (school funded) School Chaplain for 2 days per week. Leiza works with staff, learners and families to support the wellbeing of our community. Leiza brings extensive experience in the area with qualifications in the Seasons for Growth program as well as Friendship Savers and Respectful Relations. Leiza is also a member of St Vinnies and has excellent connections throughout the community.

At the end of 2023 Janine Fletcher agreed to take on the role of Mental Health in Primary Schools lead. Janine will be contracted to this role for a minimum of 2 years.

## Value Added

Curricular and Extra curricular activities in this area at St Mary's include:

- PLT's & PLC's - NCCD, PBIS, Pastoral Wellbeing meetings
- Termly PSG's for families with SWAN learners
- Camp Program for Years Prep - 6
- Prep / Year 6 Buddy Program
- School chaplaincy offered to staff, learners and families
- PBIS - Fortnightly Blitz
- Kid's Briefing - What's happening in our school?
- Behavioural Tracking on SIMON
- Assemblies / Masses
- Friendship Savers - led by Janine Fletcher and Leiza Mathers

## Student Satisfaction

Student Wellbeing data showed the following trends at St Mary's in 2023:

- Students across the school really valued and appreciated the 'Teacher - Student relationships' they have
- Most students felt that teachers had high expectations of them
- Student engagement was highest in the middle and junior school areas
- Overall students felt safe and valued at St Mary's.

An area for the school to focus on is student engagement in the senior levels.

Anecdotal observations from teachers reported students:

- Often ask for help when needed
- Sometimes believe they can learn things that are difficult
- Almost always bounce back quickly after something bad happens
- Often look forward to going to school.

## Student Attendance

St Mary's adheres to its Learner attendance policy. It is reviewed termly with staff to ensure clarity and consistency. At St Mary's attendance is monitored twice daily using SIMON. If a child is absent the family has until 10am to inform the school via phone, email, school App or PAM. If the family has not informed the school by 10:30am, a reminder SMS is sent from the administration staff. If contact can still not be made, the emergency contacts are called by the

Principal until a record of absence can be documented. Absenteeism of three consecutive days is followed up by a phone call from the class teacher. St Mary's often uses the newsletter as a means to communicate the importance of attendance and that everyday counts. Concerns of ongoing attendance are discussed in private forums and often documented in school reports.

Attendance is encouraged through the newsletter and individual plans are made for learners who need them.

<b>Average Student Attendance Rate by Year Level</b>	
Y01	84.7%
Y02	88.8%
Y03	82.4%
Y04	83.6%
Y05	90.5%
Y06	86.1%
Overall average attendance	86.0%

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## Leadership

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### Goals & Intended Outcomes

- To develop pedagogical understanding of how 'teachers make the difference' through measuring thy impact and the use of high impact teaching strategies
- Provide staff with professional development that is authentic and relevant to the direction of the school
- Model a culture that reflects our school's values and mission.

### Achievements

- Development of newly formed school leadership team
  - Professional Learning: Visible Learning For Teachers - Corwin, Brenne Brown work with leadership
  - St Mary's high quality social media presence
  - ICON - Both Jenny Barry and Stacey Patterson continued to develop their skills and expertise using ICON, smoothly transitioning from SAS.
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- Articulate a clear picture of the type of feedback culture and practice the school aspires to have, involving input from all staff, students, and families.
  - Understanding that student intelligence can be improved through teaching (growth mindset)
  - Revisit learning dispositions with students, develop ways of explicitly teaching these, and provide opportunities for students to reflect on them regularly.

## Expenditure And Teacher Participation in Professional Learning

### List Professional Learning undertaken in 2023

We concluded our journey of Visible Learning with Corwin in 2023. Our aim was to increase teacher capacity in the area of Learning and Teaching. All teaching, non classroom and learning support staff have been included in this learning journey and growth and change has been evident. As a school, we now face the challenge of maintaining our understanding of, and use in, our Visible Learning approach. We have certainly achieved the goal of placing a greater focus on growth, and having a clearer understanding of the learning process.

We also attended a whole school PD day led by Tom Hierck with staff from St Joseph's Kerang. Through this learning we focused on the relation of 'Care' vs 'Academic Press' in Education. We will continue to learn from the work of Greg Wolcott around the Power of Relationships.

- First Aid - St John's (all staff)
- Visible Learning - final year with Corwin  
The Visible Learner  
Assessment and Feedback  
Knowing Thy Impact  
SOLO Taxonomy
- Tom Hierck - Trauma Sensitive Instruction
- Greg Wolcott - The Power of Relationships
- Staff PD on the digital Resilience Project and Let it Go book
- NSIT Review Process and Professional Development for Leadership
- Function Based Behaviours, Restraint & Seclusion, OPSP - Steve Hicks
- R.E. Planning and Teaching strategies - Colleen Hampson

Number of teachers who participated in PL in 2023	18
Average expenditure per teacher for PL	\$2000.00

### Teacher Satisfaction

St Mary's remained committed to professional development and growth during 2023. We concluded our 3 years work on Visible Learning with Corwin. We now look to continue this momentum at a school level. We teamed up with staff from St Joseph's Kerang to work with Tom Hierck to gain strategies to use with students who display challenging behaviours. From

this we found the work of Greg Wolcott and his CAP Matrix very rewarding. Staff took part in Performance and Development meetings to check-in, coach and grow our teacher capacity.

Results from the 2023 CES Staff Survey showed:

- Staff are happy with the relationship between leadership and staff
- Staff feel safe at school
- There is a high level of collective efficacy among staff
- Staff would like more professional learning and feedback on their teaching
- Staff would like more input into the strategic planning of the school.

<b>Teacher Qualifications</b>	
Doctorate	0.0%
Masters	0.0%
Graduate	20.0%
Graduate Certificate	0.0%
Bachelor Degree	53.3%
Advanced Diploma	6.7%
No Qualifications Listed	20.0%

<b>Staff Composition</b>	
Principal Class (Headcount)	1
Teaching Staff (Headcount)	17
Teaching Staff (FTE)	11.8
Non-Teaching Staff (Headcount)	8
Non-Teaching Staff (FTE)	5.6
Indigenous Teaching Staff (Headcount)	0

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## Community Engagement

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### Goals & Intended Outcomes

- To continue to build a community that is welcoming, respectful, faith-filled and allows all to reach their full potential.
- To explicitly teach Child Safe curriculum through tracking and monitoring social and emotional wellbeing.

### Achievements

St Mary's staff believe in working in partnership with families to achieve the best results for our learners. To engage families in 2023, the school has:

- Shared weekly newsletters that include all that is going on at school and in the parish community
- Created community events such as our Family Fun Night in September that was attended by over 400 people
- Celebrated Mother's, Father's and Grandparent's day at school
- Lifted the profile of our social media communications
- Used Seesaw, SchoolStream and PAM to communicate with families.
- Held parent teacher interviews and parent information sessions in the areas of Religious Sacraments, Cyber Safety and different curriculum areas.

### School Advisor Council Chair Report 2023

First of all, Rob Merkel has been a big part of the S.A.C for many years, Rob has contributed many great ideas, supported S.A.C functions whilst also helping us as a board to set great standards. Rob the S.A.C thank you very much for your efforts. Rob has stepped down from the SAC at the conclusion of the 2023 school year.

Our school welcomed new staff members Lily, Zoe, Matt and Tess. We also welcomed the return of Meaghan and Chloe.

At the start of 2023 there were a few staffing changes, and with changes came opportunity, Meg, Graceen and Kayla took on leadership roles in supporting Jarrod. This has increased their workload, and all we have heard is good things. Well done ladies.

After a few abnormal years it's been great to see St Mary's Cohuna staff and learners representing our school and community at interschool events and community functions again.

The S.A.C with Jarrod and staff are trying to bring back things like the community fun night we had last October. It was great to see the large attendance of people that supported this event and I think this is a great reflection on the high standards and respect levels set by St Mary's Cohuna. So, let's try and have some more great events like this.

If anyone wishes to forward on any ideas or issues, please don't hesitate in contacting a S.A.C member, so we can work with Jarrod and staff to continue producing the best outcome for St Mary's Cohuna.

Keep up the good work and great standards.

Cheers, Brent Borkowski (S.A.C. Chair)

## **Parent Satisfaction**

Our results from the 2023 CES Family survey showed parents were happy with:

- the overall climate of the school
- the level of Catholic Identity displayed at St Mary's

The areas of school that parents feel could be a focus for improvement include:

- increasing family engagement
- student safety on the school yard

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## Financial Performance

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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](http://www.acnc.gov.au).

For more detailed information regarding our school please visit our website at [www3.smcohuna.catholic.edu.au](http://www3.smcohuna.catholic.edu.au)