



Melbourne Archdiocese
Catholic Schools

2024

Annual Report to the School Community



Christ Our Holy Redeemer School

43 Ferntree Gully Road, OAKLEIGH EAST 3166

Principal: Brian Martin

Web: www.cohroakeast.catholic.edu.au

Registration: 1584, E Number: E1210

Principal's Attestation

I, Brian Martin, attest that Christ Our Holy Redeemer 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 21 May 2025

About this report

Christ Our Holy Redeemer 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

When Melbourne Archdiocese Catholic Schools (MACS) launched our inaugural strategic plan MACS 2030: Forming Lives to Enrich the World just over a year ago, I spoke about the need for our whole organisation to reflect on the biggest challenges that confront us, and to work at speed to find practical, ambitious, student-centred solutions.

As a relatively new governing authority, 2023 set us on the path to achieving our first goals, as we focussed our efforts on building strong foundations for success. The four pillars of MACS2030 – Inspired by Faith; Flourishing Learners; Enabled Leaders; and Enriched Communities - serve to guide our work on how we achieve our strategic intent.

When we surveyed our teachers in late 2022, over 80 per cent told us that they want access to quality teaching and assessment resources. So in January 2023, we secured a system-wide licence for MACS primary and secondary schools to access the Progressive Achievement Test (PAT) assessment suite. The inclusion of the Social and Emotional Wellbeing Survey allows schools to monitor the wellbeing of their students and target resourcing to specific areas of need. Together, these tools provide a coherent and systematic approach to student assessment.

In partnership with Ochre Education, we began work on F-6 Mathematics curriculum resources, being developed in a phased approach over three years, and delivered the first tranche for F-2. A key consideration in developing the materials is ensuring teachers retain autonomy to tailor curriculum implementation to meet the individual and local needs of students.

This is an exciting development for our MACS community, clearly demonstrating the commitment we all share to delivering the best possible education opportunities for our 120,000 students and supporting our 10,000 classroom teachers to be the very best that they can be.

Archbishop Peter commissioned a comprehensive review of Religious Education curriculum, the first in over a decade. It offers us some challenges, but fundamentally is a hope-filled report that invites a path of ongoing work to develop a new RE curriculum for all Catholic schools. We continued Working Together in Mission with Parish Priests throughout the Archdiocese, including through regular roundtable discussions.

Across greater Melbourne, one in five students attend a Catholic school and 2023 saw steady growth in enrolments across our system, demonstrating the value families place on a Catholic education and the high quality, holistic education MACS schools provide.

As a system of schools, we can be better together, reducing the administrative load on our schools and freeing our teachers and principals to focus on what they do best.

I would like to pay tribute to our MACS school and office colleagues who have worked so hard to achieve our goals. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

Inspired by the Spirit,
we are a strong community,
supporting and leading learners
in a safe and inclusive environment.

School Overview

Our school is situated on the corner of Huntingdale and Ferntree Gully Roads, Oakleigh East and is a part of the Oakleigh Parishes. We pride ourselves on our community's sense of belonging to our school, with many families returning over generations to enrol their own children. We share our large site with our parish Church, which is a central place of worship and celebration for our community.

Our inside learning spaces are extensive and modern, including a Library, Performing Arts Room, Visual Arts Room, STEM Lab, Italian Room, our quiet and reflective 'Loft', as well as large classrooms, a hall and our Community Hub.

Our vast outside spaces include a large grassed oval, junior play equipment, senior play equipment - including a climbing spider's web, seating areas, and recently resurfaced multi-purpose tennis courts which are also used as part of our playground for tennis as well as basketball and netball.

Our buildings surround a large central courtyard, covered in artificial turf, on which we gather as a school each day and as a community, for assemblies and special occasions.

There is a Reflective Garden between our Church and School buildings offering a quiet space for reflection and contemplation. We have a veggie patch alive with the freshest produce which we share with our community and cook as a part of the Stephanie Alexander Kitchen Garden Project.

Christ Our Holy Redeemer Parish was founded in 1957 and the school was opened in the original Church building, in 1958. For the first three years the school and the church shared the same building. The Brigidine Sisters came to the school in 1961 and remained until 1978. Throughout the following decades there have been many building and refurbishment programs all focussed on ensuring access to a quality learning environment for all students. These have included the building and grounds, as well as shared spaces with the parish.

In 2020 a refurbishment and extension of the middle corridor was completed. This included the large open plan Library Resource Centre, our dedicated Performing Arts/multipurpose room, an additional upstairs classroom and shared space as well as a refurbishment of four classrooms with outdoor and shared spaces.

As part of the Oakleigh Parishes. Fr Maria Raju Godavarthi is our Parish Priest and he is very supportive of the school and its relationship with the parish. There are many active groups in the parish catering for a wide range of talents and abilities that focus on the mission of the Church.

Principal's Report

The 2024 school year at Christ Our Holy Redeemer (COHR) was a time to embed and enhance current practices and continue building community.

Highlights of 2024 at COHR were:

- Our staff meetings included Student Learning Team meetings where staff focused on ensuring every child in the school was supported with their learning.
- We strengthened our focus on the area of Mathematics through our staff's professional learning and our embedding of 'Maths Blast' in the classrooms designed to support the cognitive load of learning for our students.
- We deepened our understanding of COHR's charism, with professional dialogue around the Catholic Tradition and a focus on prayer. The Mini Vinnies Team continued to promote social justice initiatives and student faith leadership was encouraged.
- Our staff created Professional Learning Plans that focused on giving staff a voice in setting their own goals and sharing their successes. Staff were able to collaborate and achieve their goals and as a result improved student learning.
- Our community continued to be engaged in many aspects of school life through the Parent Association, School Advisory Council and opportunities to be involved in classroom learning, especially through our Stephanie Alexander Kitchen Garden Program. Mother's and Father's Day breakfasts were also great community celebrations. For the students, the disco and movie night were great opportunities to connect and have fun.
- The Student Representative Council was established, giving students more ownership and voice in the decision making process at COHR.

All of the great developments of 2024, occurred through the strong leadership and dedication of the COHR staff by working collaboratively, focusing on the success of all students in all areas.

I would like to acknowledge Brian Martin for his role as lead principal at COHR in 2024 and his consistent hard work and leadership. His commitment to supporting both students and staff had a clear and positive impact on our school community.

Jo Cowan our Deputy Principal, Religious Education Leader and Wellbeing Leader was instrumental in ensuring a successful year was had by all. Her ability to manage challenges, guide the team, and maintain high standards is truly appreciated. I thank her for the dedication and the time she invested every day to help our school succeed. The whole

community was involved in celebrating our faith through liturgy, prayer and the celebration of the Sacraments of Reconciliation, Eucharist and Confirmation. Events such as “O Week”, Wellbeing Week, Harmony Day and R U OK? Day, ensured a strong focus on wellbeing across the school. Throughout each we focused on child safety, resilience and building the students skills.

The focus on targeted, personalised learning and teaching was led by our Learning and Teaching Leaders, Jill Palermo and Nicole Russell. I thank them for the valuable work they did to support teaching excellence and student learning across our school. Their leadership, collaboration, and commitment to improving classroom practice made a real difference to student outcomes.

Our Enhancement Programs, including intervention and extension, were driven by our deep knowledge and understanding of our students, using individual, cohort and school based data, all within evidence based programs and approaches.

Suzanne Neil, our Learning Diversity Leader ensured that our Personalised Learning Programs and Program Support Meetings supported our students with additional needs, maximised communication with their families and ensured that the child was at the centre for all. Our Learning Support Officers did an outstanding job ensuring access for all, by working within the classrooms, as well as running targeted programs for students.

Karen Wakeling, our ICT Leader, ensured our digital systems were up to date and working effectively. Her expertise and commitment have played a key role in helping staff and students use digital tools effectively and confidently.

Our teaching staff have shown continued dedication, professionalism, and hard work. Their commitment to student learning, wellbeing, and growth is at the heart of everything we do as a school community. I thank them for the time, energy, and care they invest each day—both in and out of the classroom. Their efforts make a lasting impact, and we are grateful for all that they do.

Our Administrative staff are the very warm and welcoming face of our school. I am thankful for all that they do for the whole community keeping us organised and connected.

Finally, I wish to thank our Parish Priest, Fr Raju for his leadership, hard work and for his

ongoing encouragement and support of all we do at the school. His presence, guidance, and pastoral care contribute greatly to the faith life and values of our school.

Catholic Identity and Mission

Goals & Intended Outcomes

To build the capacity of all staff as teachers and leaders, empowering them to grow every student.

- For all members of the community to engage in COHR's charism while recognising and respectfully acknowledging each person's spiritual journey.

To grow COHR as an outward facing school community.

- To empower all members of the COHR Community to work in partnership to promote students' physical, social and emotional health and wellbeing.

Achievements

Our school theme for 2024 was, "Respect 4 All." This helped to weave our Catholic Identity and COHR's charism, throughout school activities. We gathered and prayed as a community at Monday and Friday assemblies with our School Prayer a focus of reflection and our Charism. On special days, Harmony Day, Italian Day, Grandparents Day, etc. we held a prayer service or mass celebrating our faith, our blessings and inviting all to join at their own point on their faith journey. Our welcoming Foyer displays continued this invitation and celebrated COHR. Staff Professional Learning centred on our Charism in action.

Religious Education programs highlighted the liturgical and sacramental calendar. Our reflective 'Loft' space supported this, by inviting students and staff to gather in reflective prayer. Our sacramental program included all students in the level. All families were invited to the Family Nights and all students participated in the Reflection Days. The focus was to be enriched by the recognition and respectful acknowledgement of each other's spiritual journey.

The COHR Mini Vinnies Team led us to share the blessings of our community with others. They led many fundraising appeals and collections, including 'Donate a Dollar Day' and the Christmas Appeal. The highlight was presenting at the St Vincent de Paul Networking event.

Caritas Australia was a focus of Lent, culminating in Caritas Day, led by our Faith Leaders.

We collected Project Compassion boxes, celebrated a liturgy and explored how our actions for others can promote our own social and emotional health and wellbeing.

Value Added

At COHR our Catholic Identity is strong and permeates through all aspects of school life.

This is evidenced by:

- 'The Loft' focuses on wellbeing and faith. Classes visited 'The Loft' once a fortnight, experienced a prepared session including hands-on materials, discussion and contemplation.
- The Sacraments of Reconciliation, Eucharist and Confirmation programs all included a parish mass Commitment Ceremony, Family Workshop and Reflection Day.
- Our junior classes' Family Faith Nights, focused on giving families time to reflect on their everyday lives, share stories of faith and pray.
- The Mini Vinnies Team is an active lunchtime club for students Year 3-6 holding two fundraising or collection events each term.
- Caritas Day, a key social justice fundraiser, was a highlight of our celebration of Easter.
- Focussing on our charism, the celebration of our Feast Day has again become a key event on our calendar. We celebrated Mass together, shared activities with our buddies and focused on our School Vision, school logo and School Prayer.

Learning and Teaching

Goals & Intended Outcomes

To build the capacity of all staff as teachers and leaders, empowering them to grow every student.

- To build a whole school culture of high expectation and data informed improvement.
- To embed regular and effective feedback on performance, and improve practice through individual and collaborative learning for all.
- To strengthen staff and student capacity to activate learner voice, agency and leadership to enhance student engagement and empowerment.
- For students to be active partners in our learning community.

Achievements

At COHR our Learning and Teaching programs have a strong focus on growing the individual child - 'know the child, grow the child'. MACS Vision for Instruction was a focus for staff professional learning and was implemented across all classrooms focussing on Literacy and Numeracy. This explicit instruction model focussed on delivering a rich evidenced based curriculum. The Victorian Curriculum Version 2.0 was also a key focus in staff professional development.

In 2024 we focussed on data informed improvement in our School Improvement Meetings, through Level Student Learning Team meetings. Utilising a professional team wrap-around approach, where both leaders and teachers interrogated the data, teacher observations and our knowledge of the child as we planned the next steps in teaching and learning.

Where a need was identified, students participated in our extension and intervention small group programs - Talk Boost, Sound Check, Maths Olympiad, Maths Intervention and Maths Extension. Maths Blast, a daily classroom based program focussed on students' number sense using mental strategies, continued in response to our trend assessment data from the Maths Online interview.

Student and teacher feedback was a focus of professional development and classroom practice and formed the basis of many teachers' Professional Learning Goals.

We focussed on cybersafety through the Inform and Empower workshops, lessons and parent sessions, we supported teachers, students and parents in navigating the digital world safely.

The learning in our specialist programs of Performing Arts, Visual Arts, LOTE (Italian), P.E., Digital Technologies and Library, were celebrated on Specialist Day, Italian Day and throughout Book Week.

Student Learning Outcomes

The NAPLAN data provides insights that are triangulated with our PAT data, ongoing classroom assessments and teacher judgements. Leadership and teaching staff use this data to focus our professional learning and plan on a path of constant student improvement, analysing each child's data to create a successful path of learning.

Our data informed practices and staff led Student Learning Team Meetings, where assessment data is used to pinpoint specific teaching points for students, and design of targeted and explicit teaching and adjustments. Tier 2 Intervention, through our Learning Enhancement Program, further supports the growth and progress of students, particularly those identified at risk. Similarly, those students who consistently performed well above standard were given opportunities to extend their learning, particularly in the area of Mathematics.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	372	58%
	Year 5	490	56%
Numeracy	Year 3	397	54%
	Year 5	468	56%
Reading	Year 3	414	71%
	Year 5	478	63%
Spelling	Year 3	385	54%
	Year 5	453	64%
Writing	Year 3	411	75%
	Year 5	488	72%

*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

To strengthen staff and student capacity to activate learner voice, agency and leadership to enhance student engagement and empowerment.

- For students to be active partners in our learning community.

To grow Christ Our Holy Redeemer as an outward facing school community.

- To empower all members of the COHR Community to work in partnership to promote students' physical, social and emotional health and wellbeing.

Achievements

Christ Our Holy Redeemer is committed to providing a safe, caring and supportive learning environment, which ensures that the social, emotional and academic learning is a positive one for all students. The school fosters a culture of positive and respectful relationships, as modelled by Christ, the Redeemer.

The Art Show had a strong focus on promoting students' social and emotional health and wellbeing. As well as enabling students to share their creativity in a safe and positive environment. The continuation of the Stephanie Alexander Kitchen Garden program was strongly supported by students and the community, literally giving new life to the Veggie Patch.

Students' connection to school and each other were supported by the Year 5/6 Camp, Year 4 Camp, Year Prep & Year 6 buddies, Year 1/2 & Year 5 buddies, swimming and Interschool Sport programs, Special days that had a focus on developing students' wellbeing and learning in different modes - Book Week, Kaboom Sports, Harmony Day, R U OK? Day and the CHOR Feast Day including the annual Talent Quest.

Our School Expectations are focused on student wellbeing:

- Show respect
- Be safe
- Try your best
- Be a team
- Follow Christ

Our School Expectations promoted positive behaviour and were highlighted with assembly awards and a focus for our whole school initiatives during 'O Week' and 'Wellbeing Week'. Where students were developing their personal skills and understanding of Child Safety and the Child Safety Standards.

We increased student connection to school through various programs - Running Club, Choir, Chess, Instrumental lessons, Pop Up Play, Library Club, Mini Vinnies, Science Club, Rubik's Cube Club, Movie Creator Club and Art Club. All included opportunities for Student Voice as students were encouraged to provide feedback, and take a lead role.

One of our key aims was to improve student voice in the school, to enable this the Student Representative Council was a big focus in 2024, with all students from Year 3-6 voting each term for their representatives. Students were given the opportunity to discuss upcoming events and offer suggestions with a view to give an opinion from a collective student perspective. Our School Captains chaired the weekly meetings and the major outcomes were more lunchtime clubs, a review of cyber safety including the student User Agreement, a ball pumping station and many discussions around COHR becoming more environmentally friendly.

The Year 6 students' leadership was very strong in 2024, taking more opportunities to lead and have a stronger voice and more agency. They took many opportunities to be involved in the many wellbeing initiatives of 2024. The Year 5 Leadership Program in preparation for the 2025 Year 6 Leadership roles focussed on developing their understanding of leadership and how they can have a positive influence on the wellbeing of all at COHR.

The COHR Student Wellbeing Survey and the PAT-SEW survey were used by staff to collect data at a school, cohort and individual level. This data enabled leadership and staff to ensure classroom and whole school programs were meeting the needs of our students.

Value Added

At COHR our Student Wellbeing focus is strong, as we believe that it is key to students achieving positive outcomes in all areas.

This is evidenced by:

- Child Safety initiatives - Child Safety Code of Conduct signed by all volunteers, permanent agenda item at School Advisory Council, Child Safety Team, COHR Student Voice Child
- Safety standards
- Stephanie Alexander Kitchen Garden Program
- 'The Loft' focused on wellbeing and faith.
- Whole School experiences focussed on Wellbeing - 'O Week', Harmony Day, RU OK? Day, 'Wellbeing Week', Grandparents Day, COHR Feast Day
- Extra-curricular activities - ABC Music, Tennis, Choir, Pop-Up Play, Mini Vinnies, Library Club, Art Club, Running Club, Science Club, Rubik's Cube Club, Chess Club

Student Satisfaction

Our MACSIS Student data remains higher than the MACS average in almost all areas, with School Engagement, School Climate, School Belonging and Learning Disposition being 5% or more higher. The areas Rigorous Expectations, Learning Dispositions and School Belonging are over 75% positive. All of these indicate that the many Wellbeing Initiatives at COHR are connecting students to the school and linking these to their learning.

Student Attendance

Student attendance is recorded as per the Attendance Policy for MACS Schools. Each morning for any unexplained absences, parents or guardians are contacted via text message. If that message is not responded to, then the parents or guardians are called. Absences and their reason are recorded twice a day. The Deputy Principal is responsible for monitoring daily attendance.

Average Student Attendance Rate by Year Level	
Y01	89.3
Y02	92.8
Y03	89.5
Y04	93.4
Y05	88.0
Y06	88.9
Overall average attendance	90.3

Leadership

Goals & Intended Outcomes

To build the capacity of all staff as teachers and leaders, empowering them to grow every student.

- To build a whole school culture of high expectation and data informed improvement.
- To embed regular and effective feedback on performance, and improve practice through individual and collaborative learning for all.

To strengthen staff and student capacity to activate learner voice, agency and leadership to enhance student engagement and empowerment.

- For students to be active partners in our learning community.

Achievements

We implemented our School Improvement Plan 2020-2024 and developed a 2024 Annual Action Plan under three key priorities; Student Wellbeing, Student Learning and Student Engagement.

The staff at COHR are committed to working together in a collaborative and supportive learning environment. The Leadership Team supported staff to continue on our constant road to improvement, proactively supporting all, both professionally and personally.

Continuing to build a whole school culture of high expectation and data informed improvement, Student Learning Team Meetings became a key focus in our School Improvement Meetings. Through these teams, staff voice and the fostering of staff ownership and commitment were valued. Data collection on the Elastik platform enabled staff to deepen their analysis and interrogate trends on the path of continued improvement.

Our Open Classroom Program invited our parents into each classroom, every term for an opportunity to engage in the learning with their children. This was celebrated in Term 4 when an Education Week Open School session was held.

Embedding regular and effective feedback on performance, and improving practice through

individual and collaborative learning for all, our Leadership Team developed its meeting structure to enable deeper and richer discussions and exploration of school business.

Our enhanced student leadership program engaged our Year 6 leaders more actively in school activities including contributing to the planning, implementing and evaluating school events, including Book Week, Art Show and Sports Day. Our Student Representative Council, enabled more students to be actively engaged in leading our community.

Our Annual Review Meeting (ARM) process supported and enabled teachers to align their goals with professional learning and the AITSL Standards. The ARM process was extended and more formalised in 2024 to give all staff greater support to work on their own Professional Learning Goals.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2024	
<p>The following professional learning was offered to staff in 2024:</p> <ul style="list-style-type: none"> • Matthew's Gospel • Prayer life of COHR • Mary • Explicit Teaching - Vision for Instruction • Maths Curriculum 2.0 • Mental Strategies in Numeracy • Moderation • Cyber Safety & eSmart • BeYou • Restorative Practices • Respectful Relationships • Safety Plans • First Aid, CPR and Diabetes • Mandatory Reporting • Disability Modules • MACS Code of Conduct 	
Number of teachers who participated in PL in 2024	34
Average expenditure per teacher for PL	\$190.00

Teacher Satisfaction

Staff (teaching & nonteaching) completed the MACS School Improvement Surveys. The COHR, overall average was 22% above the MACS average in all fourteen domains.

For example:

Support for Teams - How well school leadership sets the conditions for teams to collaborate effectively

Averages MACS - 68% COHR - 96% (28% above)

School Leadership - Perceptions of the school leadership's effectiveness

Averages: MACS - 59%, COHR- 81% (22% above)

Collaboration in Teams - How well teachers work together in teams to improve teaching and learning

Averages: MACS - 70%, COHR - 91% (21% above)

Teacher Qualifications	
Doctorate	0
Masters	7
Graduate	2
Graduate Certificate	1
Bachelor Degree	14
Advanced Diploma	6
No Qualifications Listed	2

Staff Composition	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	19
Teaching Staff (FTE)	13.69
Non-Teaching Staff (Headcount)	8
Non-Teaching Staff (FTE)	4.09
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

To grow Christ Our Holy Redeemer as an outward facing school community.

- To empower all members of the COHR Community to work in partnership to promote students' physical, social and emotional health and wellbeing.

Achievements

Christ Our Holy Redeemer prides itself on being an open and welcoming community, engaging parents as partners. Not only our open door policy, but also our very active Parent Association and School Advisory Board ensure that the school is in dialogue with our families.

Our Parent Association ran many activities focused on student wellbeing, for example the disco and hot dog days. Other events focused on celebrating with our community, Mother's Day and Father's Day stalls and breakfasts and Grandparents morning tea. The fete was not only a big fundraiser, it was a fun and active afternoon and evening and a true celebration of our community.

We invited our families to come and celebrate with us, each week at our Monday and Friday assemblies, Coffee Mornings, School Art Show, Family Faith Nights, Sports Day and the Christmas Concert. Families were a part of classroom activities, reading, PMP, Interschool Sports and also our Open Classrooms each term. Parents also participated in Parent-Teacher Interviews with the choice of online or in person, these options being the result of a parent survey.

In 2024 we continued our focus on being an outward facing school by making links with other community groups. Our senior students visited three of our local kinders to share stories, and they in turn visited us for some 'school' activities. Some of our students also attended events at Avila College and Salesian College. There were a number of past students who returned for Work Experience and we also welcomed Student Teachers. The year finished with our choir singing at the launching of Christmas at Kmart, Chadstone.

Parent Satisfaction

School Improvement Surveys collected from families indicated extremely positive responses from parents. In six of the domains, COHR performed above the MACS average - Family Engagement, School Fit, School Climate, Student Safety, Communication and Catholic Identity.

In the domain 'School Climate' i.e. Families perceptions of the social and learning climate of the school, our school recorded an 91% positive endorsement and the domain 'Communication' i.e. the timelines, frequency and quality of communication between the school and families, COHR recorded 83% positive result, both well above the MACS average.

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.cohroakeast.catholic.edu.au