



Melbourne Archdiocese
Catholic Schools

2025

Annual Report to the School Community



Christ Our Holy Redeemer School

43 Ferntree Gully Road, OAKLEIGH EAST 3166

Principal: Aimee Gale

Web: www.cohroakeast.catholic.edu.au

Registration: 1584, E Number: E1210

Principal's Attestation

I, Aimee Gale, 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 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 06 May 2026

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

Melbourne Archdiocese Catholic Schools (MACS) continues to take bold and ambitious steps, guided by our MACS2030 strategy, to empower our students to flourish and step into the world as the leaders of tomorrow.

In advancing our 2030 vision and our ambition to deliver world-leading Catholic education, we celebrate the significant progress made across our four areas of strategic focus. The safety and wellbeing of our staff and students underpins everything we do, enabling an environment where learning grows with purpose, leadership develops in capability and confidence, and our communities continue to thrive through our shared Catholic outlook.

Inspired by faith in the Jubilee Year of the Catholic Church in 2025, we successfully implemented our Faith Formation Framework, to further strengthen faith education, offering deeper opportunities for spiritual development and meaningful engagement for students, staff and leaders alike. Faith is at the heart of all our schools, grounding our mission and inspiring students, teachers and staff to grow and lead with integrity.

The official launch and implementation of the Vision for Engagement (VFE) strategy demonstrated impressive results in our community of Flourishing Learners.

Anchored in evidence-based practise, the VFE strengthens our system-wide teaching and learning approach and enhances the daily engagement of students through the explicit teaching of positive behaviour, reinforcement and consistency. It sets clear expectations about attendance and includes a sustained focus on student mental health and wellbeing.

For learners to flourish, students must be safe, which is why we are continuing to strengthen our safety processes and risk management culture. Our focus is on providing training and professional development for all staff to ensure student safety remains top of mind in every decision we make, every environment we shape and every interaction we have.

To strengthen the pillar of enabled leaders, MACS has established consistent standards across schools for cultivating inspiring, capable leaders for students to observe.

In the past year, our Pathways to Principalship Programme and Women in Leadership Programme have both strengthened our principal appointment process and introduced more flexible models of principalship.

It is inspiring to see our principals and teachers continue to raise the bar, reflected in the extraordinary number of nominations received in our Best Teachers campaign.

Finally, we continue to create new and enriched communities, with the opening of a new primary school and children's hub in Melbourne's growing north, ensuring families have access to high quality education no matter where they live.

MACS Early Years Education (MACSEYE) continues to expand early years and outside school hours care services across our schools and communities, with continued growth planned for 2026.

These investments are not simply about building infrastructure. They are about building a dynamic, Catholic education system where every child has an opportunity to learn, grow and thrive.

Thank you to all our students, staff, families and community members for being part of our journey so far, and we look forward to continuing to serve as a supportive and guiding presence in your children's lives.

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 2025 school year at Christ Our Holy Redeemer was a time for innovation and change. We took part in system led projects and implemented new programs to update our teaching and learning practices.

Throughout 2025, staff at Christ Our Holy Redeemer Primary School continued to prioritise high-quality learning and teaching to ensure the success of every student. Staff meetings were structured around Student Learning Team discussions, with a strong focus on identifying student needs and implementing strategies to support individual learning growth across the school.

The school participated in the Melbourne Archdiocese Catholic Schools (MACS) Maths Acceleration Project, strengthening teaching practice in Mathematics. As part of this work, Maths Blast was embedded across classrooms, and staff engaged in professional learning focused on the Science of Learning and effective mental computation strategies for addition, subtraction, multiplication and division. Teaching staff also completed Teach Well training, further deepening their understanding of the Science of Learning and effective participation tactics. Opportunities for professional reflection were enhanced through learning walks, where teaching practice was observed and collegial feedback provided. In addition, the school proudly hosted the MACS Southern Region Mathematics Day, facilitated by Brendan Lee.

A strong focus on literacy was evident with the introduction of the University of Florida Literacy Institute (UFLI) Phonics Program across Prep to Year 2. Staff also developed Professional Learning Plans, providing opportunities for teachers to set personal goals, share successes, and collaborate with colleagues. This approach strengthened staff voice and professional growth, resulting in improved student learning outcomes.

The whole school theme, "Anchored in Hope," provided a strong spiritual and values-based focus throughout the year, linking meaningfully to the Year of Jubilee and its emphasis on hope. This theme supported student and staff wellbeing and fostered a sense of unity and purpose within the school community.

Strong connections between the school and parish continued to be an important focus throughout 2025. Students regularly participated in liturgical celebrations, Masses and sacramental programs, strengthening their understanding of faith and their relationship with

the parish community. These partnerships strengthened the sense of belonging and reinforced the shared commitment to nurturing faith, service and community.

Community engagement remained a significant strength in 2025. Families were actively involved through the Parent Association, School Advisory Council, and classroom learning opportunities such as Open Classrooms and the Stephanie Alexander Kitchen Garden Program. Special events including Mother's Day and Father's Day breakfasts, Grandparents Day and Italian Day were well-attended celebrations that strengthened community connections. Student-focused events such as the school disco and colour run provided joyful opportunities for students to connect and have fun together.

Student leadership and voice continued to be valued through the work of the Student Representative Council and the Mini Vinnies Team, offering students meaningful opportunities to contribute to school life and support others in the community.

All of the significant achievements and developments of 2025 were made possible through the strong leadership, teamwork, and dedication of the Christ Our Holy Redeemer staff. By working collaboratively and maintaining a shared focus on the success of every student, the school continued to grow as a supportive and high performing learning community.

Catholic Identity and Mission

Goals & Intended Outcomes

To inspire active agency of the school community in learning and wellbeing.

- To empower students, inspired by faith, with the necessary knowledge, skills and values to actively contribute to the betterment of the broader community.

Achievements

The whole school theme Anchored in Hope provided a strong and unifying focus for Religious Education throughout the year and was intentionally linked to the Year of Jubilee and its call to be people of hope. This theme guided learning experiences, prayer, liturgy and classroom discussions, encouraging students to deepen their understanding of hope as a central Catholic value. Through scripture, social justice initiatives and faith celebrations, students were invited to reflect on how hope anchors them in their relationship with God and inspires them to act with compassion, resilience and service. Anchored in Hope helped shape a consistent and meaningful Religious Education focus across the school, supporting students to live out the Gospel message in their daily lives.

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 Mini Vinnies Team played an important role in encouraging students to promote social justice by advocating for and supporting those experiencing disadvantage. Throughout the year, the team coordinated a range of fundraising initiatives and charitable collections, including Donate a Dollar Day, the Winter Appeal and the annual Christmas Appeal. A significant highlight for the team was the opportunity to present at the St Vincent de Paul Networking Event, where students demonstrated leadership and a strong commitment to service.

Caritas Australia was a key focus during the Lenten season, with learning and action culminating in Caritas Day, led by the school's Faith Leaders. Students participated in the

collection of Project Compassion boxes and gathered for a shared liturgy. Learning during this time emphasised the impact of serving others and explored how acts of compassion and generosity contribute positively to social and emotional health and wellbeing.

Value Added

At Christ Our Holy Redeemer 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' to participate in a prepared session including hands-on materials, discussion and contemplation that links in with different themes throughout the year.
- 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 Night, gave families time to reflect on their everyday lives, share stories of faith and pray with a focus on hospitality - Mary and Martha.
- Monday morning prayer assemblies continued each week, with a focus on the previous weekends Gospel and any themes or events relevant to the week.
- 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 enable and inspire learners to flourish through teaching excellence grounded in evidence based practice.

- To implement the MACS Vision for Instruction for the teaching of literacy and numeracy.
- To develop capacity to evaluate the effectiveness of teaching practices to identify opportunities to have a greater impact on student outcomes.
- To ensure explicit instruction optimises the cognitive load of students to enable them to acquire, retain, retrieve and consolidate learning.

Achievements

Throughout 2025, the teaching and learning program focused on strengthening teaching practice, using evidence to inform decision-making and building consistent approaches to instruction and student engagement across the school.

Staff professional learning placed a strong focus on the MACS Vision for Instruction and MACS Vision for Engagement, with an emphasis on how students learn best and what supports them to thrive. This included strengthening a shared understanding of high expectations for all learners, establishing clear and predictable classroom routines, and embedding a consistent school-wide approach to explicit teaching.

School Improvement Meetings focused on strengthening understanding and implementation of the UFLI phonics program, paired fluency practice and intellectual preparation when using Ochre resources. Sessions also supported the use of DIBELS assessment data and extended staff knowledge of Version 2 of the Victorian Curriculum.

In 2025, data-informed improvement was a key focus during Level Student Learning Team meetings, where leaders and teachers collaboratively analysed student data, classroom observations and knowledge of learners to plan next steps.

Assessment and progress data was used to identify student needs and inform targeted

teaching. Teachers used this information to make timely adjustments to teaching, ensuring learning was responsive and aligned to student needs and goals.

The Learning Enhancement Program provided targeted intervention for students requiring additional support in literacy and numeracy, whilst also offering extension opportunities for high-achieving students, including Maths Extension, Maths Olympiad and STEM Extension. Maths Blast, a daily classroom-based program focused on developing students' number sense and fluency through mental strategies, was continued in response to trends identified in Mathematics Online Interview data.

Learning walks were conducted, during which teachers were observed and provided with feedback to support ongoing improvement of practice and strengthen consistency across the school.

We focused on cybersafety through the Inform and Empower workshops, lessons and parent sessions. Teachers, students and parents were supported to navigate the digital world safely and responsibly.

The learning in our specialist programs of Performing Arts, Visual Art, LOTE (Italian), Physical Education, Digital Technologies and Library, were celebrated on Specialist Day, Italian Day, the Sports Carnival and throughout Book Week.

Student Learning Outcomes

NAPLAN data is triangulated with PAT assessments, ongoing classroom data and teacher professional judgement to inform decision-making across the school. Leadership and teaching staff analyse this evidence to guide professional learning priorities and to plan for continuous improvement in student outcomes, ensuring individual learning pathways support the success of every student.

Assessment data informs Student Learning Team meetings, where staff collaboratively identify student needs and plan targeted, explicit teaching and appropriate adjustments. Tier 2 intervention, delivered through the Learning Enhancement Program, supports students identified at risk to strengthen growth and progress. Students performing consistently above expected standards were provided with extension opportunities, particularly in Mathematics, to further develop and challenge their learning.

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	409	65%	391	62%
	Year 5	544	83%	517	70%
Numeracy	Year 3	407	59%	402	57%
	Year 5	550	94%	509	75%
Reading	Year 3	393	67%	404	69%
	Year 5	534	89%	506	76%
Spelling	Year 3	400	59%	393	57%
	Year 5	521	83%	487	74%
Writing	Year 3	415	83%	413	79%
	Year 5	551	94%	520	83%

*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

To inspire active agency of the school community in learning and wellbeing.

- To implement high impact teaching and high impact wellbeing strategies which encourage student self-efficacy and agency in learning.
- To empower students, inspired by faith, with the necessary knowledge, skills and values to actively contribute to the betterment of the broader community.

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 School Concert 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.

Students' sense of connection to the school and to one another was strengthened through a range of engaging programs and experiences. These included the Year 5/6 Camp and Year 4 Camp, cross-age buddy programs involving Year Prep and Year 6 students, and Year 1/2 and Year 5 students, as well as swimming and interschool sport programs. Additional special events and activities further supported student wellbeing and learning through varied modes, including Book Week, Kaboom Sports, Harmony Day, R U OK? Day, and the Christ Our Holy Redeemer Feast Day celebrations, highlighted by 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, Hello Kitty Club, Rubik's Cube Club and Art Club. All included opportunities for Student Voice as students were encouraged to provide feedback, and take a lead role.

Year 6 student leadership was a significant strength in 2025, with students demonstrating increased confidence, agency and responsibility through a wide range of leadership opportunities. Year 6 students actively contributed to numerous wellbeing initiatives across the school, providing a strong student voice and modelling positive leadership practices.

In preparation for their future leadership roles, Year 5 students participated in a dedicated Leadership Program focused on developing leadership understanding and skills. The program emphasised the importance of positive influence, responsibility and wellbeing, supporting students to recognise the role they can play in contributing to the wellbeing and connectedness of the Christ Our Holy Redeemer community.

The PAT-SEW survey was used by staff to collect data at a school and cohort 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.
- The Student Representative Council continued in 2025, 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.

- Stephanie Alexander Kitchen Garden Program.
- 'The Loft' focused on wellbeing and faith.
- Whole School experiences focused on Wellbeing - 'O Week', Harmony Day, RU OK? Day, 'Wellbeing Week', Grandparents Day, Christ Our Holy Redeemer Feast Day.
- Extra-curricular activities - ABC Music, Tennis, Choir, Pop-Up Play, Mini Vinnies, Library Club, Art Club, Running Club, Rubik's Cube Club, Chess Club.

Student Satisfaction

Our MACSIS Student data remains higher than the MACS average in almost all areas, with Rigorous Expectations, School Engagement, Learning Disposition and Catholic Identity being 5% or more higher. The areas Rigorous Expectations (85% positive), Learning Dispositions (83% positive) and School Belonging (70% positive) indicate that the many Wellbeing Initiatives at Christ Our Holy Redeemer 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	89.28
Y02	92.78
Y03	89.53
Y04	93.4
Y05	87.97
Y06	88.85
Overall average attendance	90.30

Leadership

Goals & Intended Outcomes

To inspire and cultivate a sustainable and innovative vision for leadership and improvement.

- To cultivate leadership and development and practice.
- To support sustainable enrolment strategies.
- To maintain the delivery of the school's high quality curriculum by ensuring strategic management of the school's resources, capital investment, and physical and digital infrastructure.

Achievements

In 2025, the school experienced a change in leadership with the appointment of a new principal. The leadership team worked collaboratively to establish a renewed vision and strategic direction for the school. The 2025–2028 School Improvement Plan was introduced, with the 2025 Annual Action Plan prioritising improved student outcomes in Mathematics and English, growth in enrolments, and the development of consistent routines to support student wellbeing.

To further strengthen a whole-school culture of high expectations and data-informed improvement, Student Learning Team Meetings were a central focus of School Improvement Meetings. These teams promoted staff voice and supported the development of shared ownership and collective commitment to improvement.

The school implemented a range of strategies to support enrolment growth, including strengthening connections with local kindergartens through visits and participation in kinder open nights, hosting school open days, and increasing visibility by enhancing the school's social media presence and updating the website.

Our Open Classrooms Program continued to be a success with opportunities for parents to come into the classrooms each term to see student learning in action. In Term 4 we had a STEM Open Afternoon where all classes hosted a different STEM activity and students and their families could roam from activity to activity.

Embedding regular and effective performance feedback was a key priority, supported through Learning Walks with a specific focus on Mathematics. These Learning Walks were conducted

in partnership with MACS to provide aligned feedback linked to system-wide improvement goals.

Our Annual Review Meeting (ARM) process supported and enabled teachers to align their goals with professional learning and the AITSL Standards. All staff were supported to work on their own Professional Learning Goals.

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, the school concert and Sports Day. Our Student Representative Council, enabled more students to be actively engaged in leading our community.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2025	
<p>The following professional learning was offered to staff in 2025:</p> <ul style="list-style-type: none"> • Lent and Easter • Luke’s Gospel • Explicit Teaching - Vision for Instruction • Teach Well Masterclasses • Maths Curriculum 2.0 • Mental Strategies in Mathematics • Curriculum Entitlement • UFLI Phonics Program • Learning walks and feedback • Moderation • Cyber safety • CPR Training • Mandatory Reporting • MACS Code of Conduct • Diabetes Training 	
Number of teachers who participated in PL in 2025	24
Average expenditure per teacher for PL	\$190.00

Teacher Satisfaction

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

For example:

Support for Teams - Teachers' perceptions of how well school leadership sets the conditions for teams to collaborate effectively.

Averages MACS - 71% COHR - 90%

Collaboration around an Improvement Strategy - Perceptions of the coherence of the school's improvement strategy.

Averages: MACS - 73%, COHR - 89%

School Leadership - Perceptions of the school leadership's effectiveness

Averages: MACS - 62%, COHR - 71%

Collective Efficacy - Teachers' perceptions that staff at the school have what it takes to improve instruction.

Averages: MACS - 78%, COHR - 82%

Teacher Qualifications	
Doctorate	0
Masters	5
Graduate	2
Graduate Certificate	2
Bachelor Degree	12
Advanced Diploma	4
No Qualifications Listed	5

Staff Composition	
Principal Class (Headcount)	4
Teaching Staff (Headcount)	20
Teaching Staff (FTE)	13.29
Non-Teaching Staff (Headcount)	8
Non-Teaching Staff (FTE)	3.85
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

To inspire active agency of the school community in learning and wellbeing.

- To empower students, inspired by faith, with the necessary knowledge, skills and values to actively contribute to the betterment of the broader community.

Achievements

Christ Our Holy Redeemer values its role as an open and welcoming community, actively engaging parents as genuine partners in their child's education. Alongside an open door policy, the strong involvement of the Parent Association and School Advisory Council ensures ongoing communication and meaningful dialogue between the community and the school.

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, such as the Mother's Day and Father's Day stalls and breakfasts and the Grandparents morning tea. Our Trivia Night was an opportunity for parents to come together and connect in a fun and relaxed way.

We invited our families to come and celebrate with us, each week at our Monday and Friday assemblies, Coffee Mornings, School Concert, Family Faith Nights, Sports Day and the Christmas Concert. Families were a part of classroom activities such as reading with students, excursions, 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 2025, we continued our commitment to being an outward-facing school by strengthening connections with a range of community groups. Our senior students visited three local kindergartens to share stories, with the kinders later visiting the school to take part in school preparedness activities. Some students also attended events at Avila College and Salesian College. In addition, we welcomed a number of former students returning for Work Experience placements and hosted Student Teachers throughout the year.

Parent Satisfaction

School Improvement Surveys collected from families indicated extremely positive responses from parents. In all of the domains, Christ Our Holy Redeemer performed above the MACS average.

In the domain 'School Climate' i.e. Families perceptions of the social and learning climate of the school, our school recorded 96% positive endorsement and the domain 'Communication' i.e. the timelines, frequency and quality of communication between the school and families, recording 86% positive result, both well above the MACS average. School fit also recorded a strong positive response with 87%.

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