



**ANNUAL
REPORT**
TO THE SCHOOL
COMMUNITY

**HOLY ROSARY PRIMARY SCHOOL
HEATHCOTE**

2018

REGISTERED SCHOOL NUMBER: 1252

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Contact Details

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Minimum Standards Attestation

I, Paul Dullard, attest that Holy Rosary School is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the *Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2018 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*

Tuesday 23rd April 2019

Our School Vision

Strategic Directions 2018 - 2021 Identity Statement

Holy Rosary School is a Catholic learning community where all are valued and welcomed with respect, educated with love and inspired to be their best.

Vision Statement

Holy Rosary School strives to grow together by:

- Developing a safe and happy learning environment where every person is accepted and valued.
- Nurturing and developing the whole person - spiritually, socially, emotionally and academically.
- Recognising the successful growth of each individual.
- Celebrating the joy of discovery and the excitement and achievement of learning.

Holy Rosary School strives to:

- Be a place where parents, staff, parish and local community work together to provide quality learning experiences.
- Promote and demonstrate fundamental values of honesty, respect and service in the light of Jesus' teaching and the spirit of the Presentation Sisters.

Graduate Outcomes

At Holy Rosary School, we endeavour to educate students to be people who:

- Are generous in service, gracious givers and grateful recipients
- Are happy and believe in themselves
- Are resilient, effective problem solvers and enquirers
- Are literate, numerate and technologically competent

- Are enthusiastic life-long learners
- Are safe and respectful of self, others and the environment
- Develop social competencies and life skills
- Are advocates for justice and peace
- Are open to spirituality
- Are community minded

School Overview

The Sacred Heart School at South Heathcote was built in 1910. Catholic Education was taught by lay teachers. In 1926, Holy Rosary School was opened at the Presentation Convent. The convent school was staffed by Nuns until 1959.

In 1959 the Sacred Heart School and Holy Rosary combined at the convent site. By 1967 boys from the school were going on to attend Marist Brothers in Bendigo and the last boarders at Heathcote finished up in 1969.

By 1972 the school was functioning only as a primary school and in 1974 the Presentation Sisters completed their duties at Heathcote. The new Holy Rosary School was built alongside the old two-storey building.

After the Presentation Sisters left Heathcote, Mr. Glen Roff was appointed as a lay Principal.

The school presently has three new learning studios with digital technology and computer sets to enhance best teaching practice and learning outcomes. Classrooms are connected to each other through a Learning Street to the Library and administration areas.

It has a large multi-purpose room in the O'Dee Centre, which is shared with the Parish and local community, a small Chapel/Prayer Room, an archive room, storeroom and an interview/meeting room. There is also a modern, up-graded cooking preparation area suitable for use by the school and wider community.

In November 2010, work began on the relocation and development of two portables. The refurbishment of the Library, Administration area, Principal's Office and Staff Room was completed in April 2011. This provided Holy Rosary with music and art rooms, storage areas and an area for two teacher preparation desks.

As a Catholic School our ethos is built on Catholic Teaching and Gospel Values. As a place of learning we strive to become an inclusive educational environment. In this way, Holy Rosary School attempts to emulate, through its learning processes and teaching practices, the Jesus message of the Gospels.

Holy Rosary School is integral to the life of St Mary, Help of Christians Parish and its Faith Community.

In 2018 the school Board were instrumental in the development of a Covered Outdoor Learning Area with new surface as well as a multipurpose room and storage shed. This project was completed using school funds with the assistance of a Minor Capital Works grant from DDF.

The school Board also prepared and lodged an application with Catholic Capital Grants for an extension and relocation of the admin area as well as updated classrooms. This is aligned to the Master Plan.

History of Holy Rosary

1859 Schooling commenced in Sacred Heart Chapel in Heathcote.

- 1862 Sacred Heart Chapel flattened in a storm.
- 1876 Building purchased at South Heathcote to continue schooling.
- 1910 Sacred Heart School opened at South Heathcote.
- 1926 Presentation Sisters arrived in Heathcote. Holy Rosary School opened in the convent. Boarding school commenced for girls.
- 1959 Sacred Heart School closed. Holy Rosary Primary School for both boys and girls was built next door to the convent.
- 1965 Extension to Holy Rosary School. New classrooms.
- 1969 Boarding School closed.
- 1973 Sacred Heart School sold privately.
- 1974 Presentation Sisters ceased duties in Heathcote.
- 1974 School Board established.
- 1975 Holy Rosary School's first lay principal was appointed.
- 1977 Convent became the O'Dee Centre.
- 1978 Sports room and office area converted into Library and Office area.
- 1982 A computer room was set up in chapel in O'Dee Centre.
- 1984 The administration area was moved into the O'Dee building.
- 1984 Staff toilet installed, Courtyard asphalted, Storage shed built, Car-park created, Memorial garden for Peter Negri (Former school principal) was created.
- 1986 Holy Rosary School celebrated its Silver Jubilee. The school used rooms in the O'Dee Centre due to increased enrolments.
- 1985 The O'Dee Centre was handed back to Holy Rosary School.
- 1987 Renovations were carried out on O'Dee Centre and the School Office was computerized.
- 1996 Beautification was carried out of school grounds.
- 1997 Major refurbishment of school buildings - toilets, staff room, administration area.
- 2010 Work began on the relocation and development of two portables and the refurbishment of the Library
- 2011 Administration area, Principal's Office and Staff Room was completed
- 2012 Solar panel installed
- 2013 New Playground installed
- 2014 Major redevelopment of the environmental area, including veggie patch and shedding
- 2014 Beautification of the entrance area of the school
- 2015 Shade structure constructed over the playground
- 2016 Carpark re-modelling
- 2016 Office Space in library area
- 2016 Major refurbishment of children's toilets
- 2016 Internet & AV upgraded whole school
- 2017 Minor adjustments to admin area
- 2017 Maintenance plan developed for shade sails (Goodalls)
- 2018 Verandah built across the three learning areas
- 2018 Covered Outdoor Learning Area and new surface installed
- 2018 New shed completed next to COLA
- 2018 After school care established at Holy Rosary with minor adjustments to O'Dee

Principal's Report

Holy Rosary School

School Board AGM March 25 2019

Principal's report for the year 2018

I would like to thank the Board for their support throughout 2018 in the strategic growth of our school around better facilities and programs for the children. In particular the biggest project that has occurred at Holy Rosary for almost a decade being the COLA and new shed. This is an exemplary effort from all involved and a facility that has greatly enhanced our school. Our final concert under the COLA was a fantastic example of this.

In 2018 the school had a very strong commitment to best practice in Learning and Teaching with six smaller grades, Learning Enhancement Teachers across all grades, data based focus groups in our junior school and Learning Support Officers rotating through the school.

A commitment to Behaviour Management professional development with the professional support of Dan Petro supported strongly by CEO staff.

Creating the positive mind set and emphasising the success before focussing on the challenges and being optimistic about our school are very strong objectives for our staff.

I am very proud of our staff and how they care for and encourage the children in their care and every day I cherish the interaction with the children of Holy Rosary as they continue to amaze me with their talent and enthusiasm for learning.

We have a calm, engaged and vibrant school and I look forward to working with the Board to ensure it continues to grow and improve in 2019.

On a personal note, I will not forget the presence and sincere support shown by my Board colleagues around the passing of my father in June 2018.

I particularly wish to thank Lauren Nankervis who after three years as Deputy Principal Leader of Learning has taken maternity leave. Lauren has been an exceptional leader of our school and her time here has seen much growth in teaching and learning as well as leadership at Holy Rosary. It has been a tremendous three years of shoulder to shoulder leadership alongside Lauren and I now look forward to continuing the same with Prue Harris and Liz Tobin into the future

I wish to thank Dean Bibby for his generous time as Board member and Chair for 6 years. As Principal, I have been extremely grateful to Dean for his wise council, his hands on support and his faith and belief in what we are trying to do around school improvement at Holy Rosary. His leadership and advocacy for Holy Rosary has been outstanding.

Achievements

Facilities and Resources

- The development of first class facilities with our COLA and new shed using our existing funds and borrowings.
- Continued upkeep of the school grounds.
- Major emphasis on fee collection, with great gains being made.
- Capital Grants application resubmitted.
- Tania and Donna undertook ICON training (24 days of 2018) and this is being implemented in our school. We are one of the early adopters of this program.

Pastoral Wellbeing

- After school care is back to 4 days a week and seems quite sustainable
- Parent and school support for families in need
- Very involved in Heathcote Games, O'Keefe Challenge, ANZAC day, Carols etc.

Catholic Identity

- Class and whole school masses continue
- Fr Peter has a presence in our school once a week.
- Sacramental program.

Learning and Teaching

- Retention of great staff
- Plus-One model or Learning Enhancement teacher
- LSO across the whole school
- Focus is on children, individual growth and calm and engaged classrooms.
- Six classes to reduce numbers.
- Leader of Learning role surrounded by solid professional learning.

Leadership

- Staff all given an opportunity to develop self in an area they have identified.
- Staff given opportunities to reflect on practice.
- Feedback from parents through Insight SRC is stronger each year around engagement
- Continued staffing above FTE with LSO's, Plus One teachers and an extra teacher in 3/4 for the entire year.

Leader of Learning Report.

2018 saw the Learning focus extend to Writing with teachers building their capacity by attending Professional Development with Deb Sukarna and David Hornsby around writing and spelling. Six classes continued across the school, resulting in small class sizes, helping to improve student performance and engagement in the classroom. A substantial amount of funds has been used to resource the school literacy program with additional reading books and high interest readers being purchased. NAPLAN results show that student learning outcomes are positive and trending upwards.

Last year saw the continued implementation of Learning Enhancement Teachers who supported classroom teachers in identifying, monitoring and evaluating students' specific learning needs. In collaboration, they assisted in modifying and adjusting the curriculum to provide direct, explicit teaching to small groups, maximising learning and teaching opportunities. Whilst Literacy has been a focus over the last couple of years, the Mathematical Assessment Interview was conducted on all students from Foundation to Grade 6. This has provided teachers with a greater insight into what students know and can do in mathematics and provides data to assess their growth in mathematics.

A strong emphasis was placed on Behaviour Management, with a number of teachers working alongside Behavioural Analyst, Dan Petro and CEO Personnel, Frances Browne and Bree Fitzpatrick. This ensured that One Page Safety Plans were updated and implemented along with Meaningful Interventions, producing a calm and engaged school. In 2018, the National Consistency Collection of Data was implemented for the first time. This required a greater evidence by staff around the implementation of adjustments to students' learning and has helped to create a more collaborative and coordinated approach to supporting students. With the continued support and leadership from Paul and staff, we hope to continue the work from last year so that each student is able to achieve growth both academically and personally in 2019.

Prue Harris & Liz Tobin – Deputy Principal Leader of Learning

Education in Faith

Goals & Intended Outcomes

Education in Faith

Goals & Intended Outcomes

Holy Rosary is a Catholic school, which actively promotes the traditions and practices of the Catholic Church. Operational practices are under-pinned by the School Vision, Mission and Graduate Outcomes statements.

- Religious Expression is a daily emphasis and Religious Education continues to drive the school curriculum. Focus Areas include: Contribute to the liturgical life of the Parish
- Prominently display the Identity Statement, Vision Statement and Graduate Outcomes in classrooms and significant areas of the school
- Involvement of students in wider prayer and community experiences.
- Thursday class mass with Parish in the church. Visits to Classrooms by Parish Priest Fr Peter Ferwerda.
- To use the Presentation Sisters' story, history and charisma to further develop the school's Graduate Outcomes and its School Motto.

Achievements

The staff of Holy Rosary School gathered in the church on the first day of school to participate in a staff mass. This was a great way to begin the year together.

The whole school attends School Mass in the church on first Fridays and class Thursday morning masses at School. This is an opportunity for each grade to celebrate mass with the parish community. Each grade also had an opportunity to have a conversation with Father Peter on a Friday. Father Peter also made regular visits to the school.

R.E. units were matched to the key concepts being taught through Inquiry units, such as Beliefs and Values, Sustainability, Culture and Tradition, Interpersonal Development.

The Catholic Identity of the school was made explicit through regular inclusions in the Newsletter.

All staff are registered to teach in a Catholic School with all teachers further accredited to teach Religious Education or preparing to attain accreditation.

Faith Formation for staff was included in Annual Review Meetings.

VALUE ADDED

Involvement in Social Justice activities was significant as seen through the support of Mission Day, Caritas and Vinnies winter and Christmas appeals.

Creation of a prayer focus area in all classrooms, the O'Dee and in the office foyer.

Making Jesus Real was a major focus for our school in 2018. This is acknowledged through class, awards and assemblies.

Learning & Teaching

Goals & Intended Outcomes

- Focus on Reading. Setting up focus groups in grade 1/2/3/4
- New focus on writing with several staff working with Deb Sukarna
- Development of Individual Learning Plans to support Differentiated Curriculum.
- Development and implementation of Environment/Sustainability
- Curriculum: Reading and numeracy. Leading to writing.
- Continuing Foundation Education Program 'Flying Start' (Preparing Kinder students for Primary Education in 2019).

Achievements

- Continued training of specialist staff in the areas of Literacy Interventions and Positive partnerships.
- Assist teachers with RE planning and shared Christian praxis
- Implementation of the ePlanner
- Continued Implementation Making Jesus Real or similar and Scripture in Religious Education
- A continued focus on Literacy through the model of Timperley Inquiry mindset project moving to writing as our focus

STUDENT LEARNING OUTCOMES

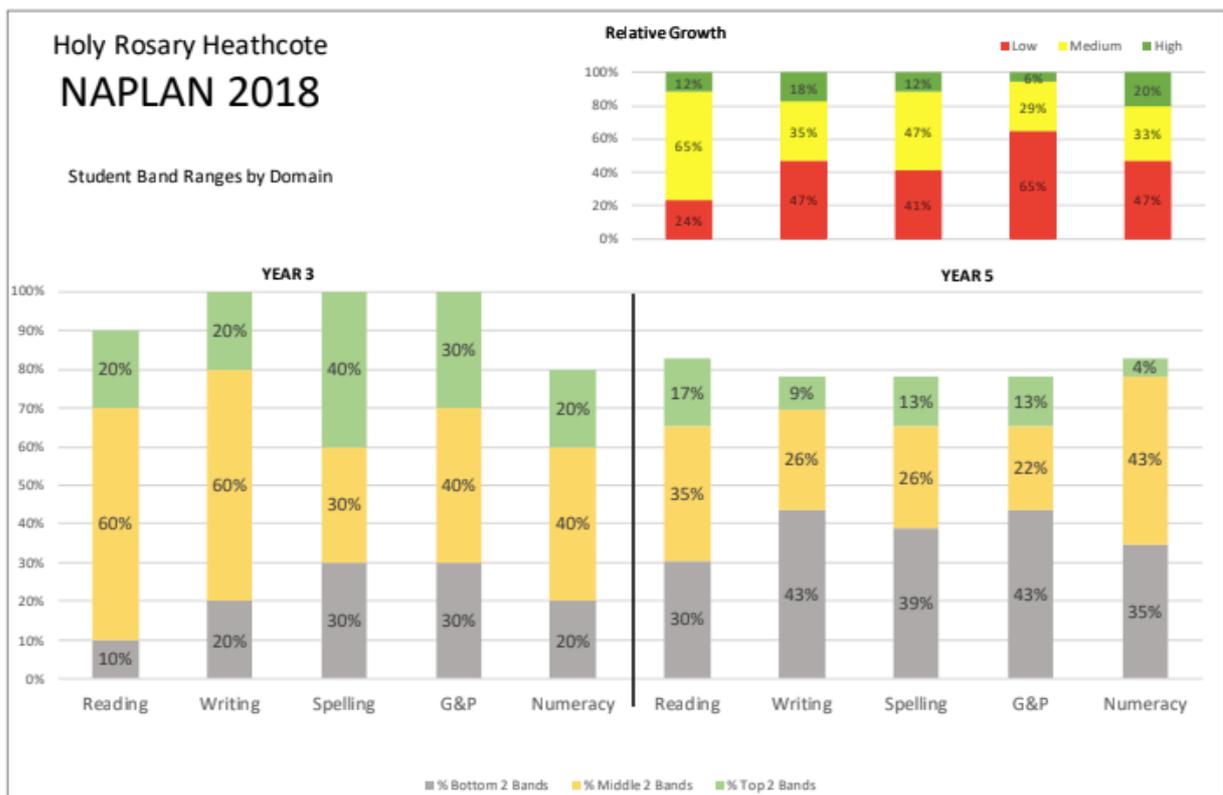
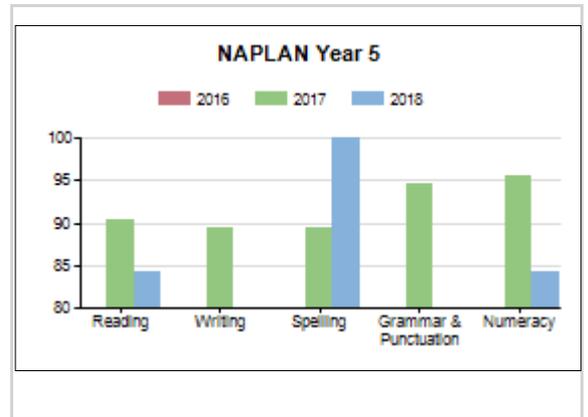
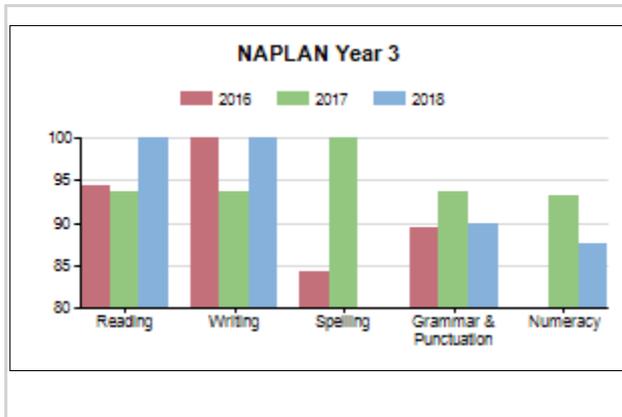
A continued focus on literacy and numeracy and immersion in the creative arts has been implemented for students to strive for and achieve improved performance. Combined with the academic focus, has been an increased focus on the social and emotional development of the students.

This has seen significant growth particularly for our 2018 Grade 3 students in writing and reading. This growth has been supported by a focus on individual data and growth and the emphasis on focus groups especially in our Junior school.

Our Grade 5 cohort of 2018 have shown slight growth and interventions have been put in place to address this. Overall our data is average with several children showing only slight growth over the years, but in general, all students have shown growth with a growing

percentage being above to high compared to the norm. This is being supported by smaller classes and the emphasis on Learning Enhancement Teachers across all grades. Teachers are explicit with their teaching and come together in learning Communities to discuss each child's progress as well as strategies they use.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2016	2017	2016 - 2017	2018	2017 - 2018
	%	%	Changes	%	Changes
			%		%
YR 03 Grammar & Punctuation	89.5	93.8	4.3	90.0	-3.8
YR 03 Numeracy	70.6	93.3	22.7	87.5	-5.8
YR 03 Reading	94.4	93.8	-0.6	100.0	6.2
YR 03 Spelling	84.2	100.0	15.8	80.0	-20.0
YR 03 Writing	100.0	93.8	-6.2	100.0	6.2
YR 05 Grammar & Punctuation	80.0	94.7	14.7	77.8	-16.9
YR 05 Numeracy	77.8	95.5	17.7	84.2	-11.3
YR 05 Reading	66.7	90.5	23.8	84.2	-6.3
YR 05 Spelling	70.0	89.5	19.5	100.0	10.5
YR 05 Writing	80.0	89.5	9.5	61.1	-28.4



Student Wellbeing

Goals & Intended Outcomes

- Pastoral care is central to the climate that embodies the atmosphere in which students live and learn in at Holy Rosary. This is well supported by the active intention to take the school into the wider community and bringing the community into the school.
- Specialists from the CEO support the learning experiences of all students. Regular visits from Speech Therapists, Special Education, Wellbeing and Literacy consultants provided valuable assistance to the children, staff and families. The school is very grateful for the support received through these services and funding given to assist us in the delivery of programs.
- The school, through the National School Chaplaincy and Student Welfare Program has been able to offer pastoral support to students and families in the different social and emotional issues with which they have been confronted. Significantly all parties (student/family/teachers) are engaged in the support offered to find a suitable outcome for students addressing personal issues. Positive work was also done with small groups of students to help develop better relationship and coping skills.
- Offering Learning experiences to parents in Literacy and ICT.
- The development of procedures to welcome new families to Holy Rosary is also seen as a priority, as is engaging students in the pastoral care process by supporting children to live out Holy Rosary Values in the school community.
- Our school Wellbeing Worker will be trained in the grieving and social program. This will be set up and offered to school and the wider community families.

Achievements

Both the Special Education and Wellbeing components of Pastoral Wellbeing are a major focus

The school plans for and has as a priority, the inclusion of all staff in professional learning.

The school has a systematic process of development and review of policy and a format, which ensures that this process is ongoing.

Home School Communication has been a priority through the weekly publication of a comprehensive newsletter, and the school web site and the phone app.

Students at Risk have been identified and their needs addressed through Individual Learning Programs (ILPs) and with the support of school staff and the services of the Catholic Education Office.

The provision of a school Wellbeing Officer through the NSC&WO initiative has been a particular highlight with this service being available for parents, students and staff.

Students and/or families may be referred to our Wellbeing Officer by teachers or they may self-refer. The Wellbeing Officer has made regular contact with families in their own setting.

The school continues to endeavor to ensure that the recommendations from the OHS review are being acted upon. A thorough review identified areas to support the school.

Much work has been done with staff on creating positive classrooms and playgrounds.

Our school used SIMON to track absences as well as late arrivals and early departures.

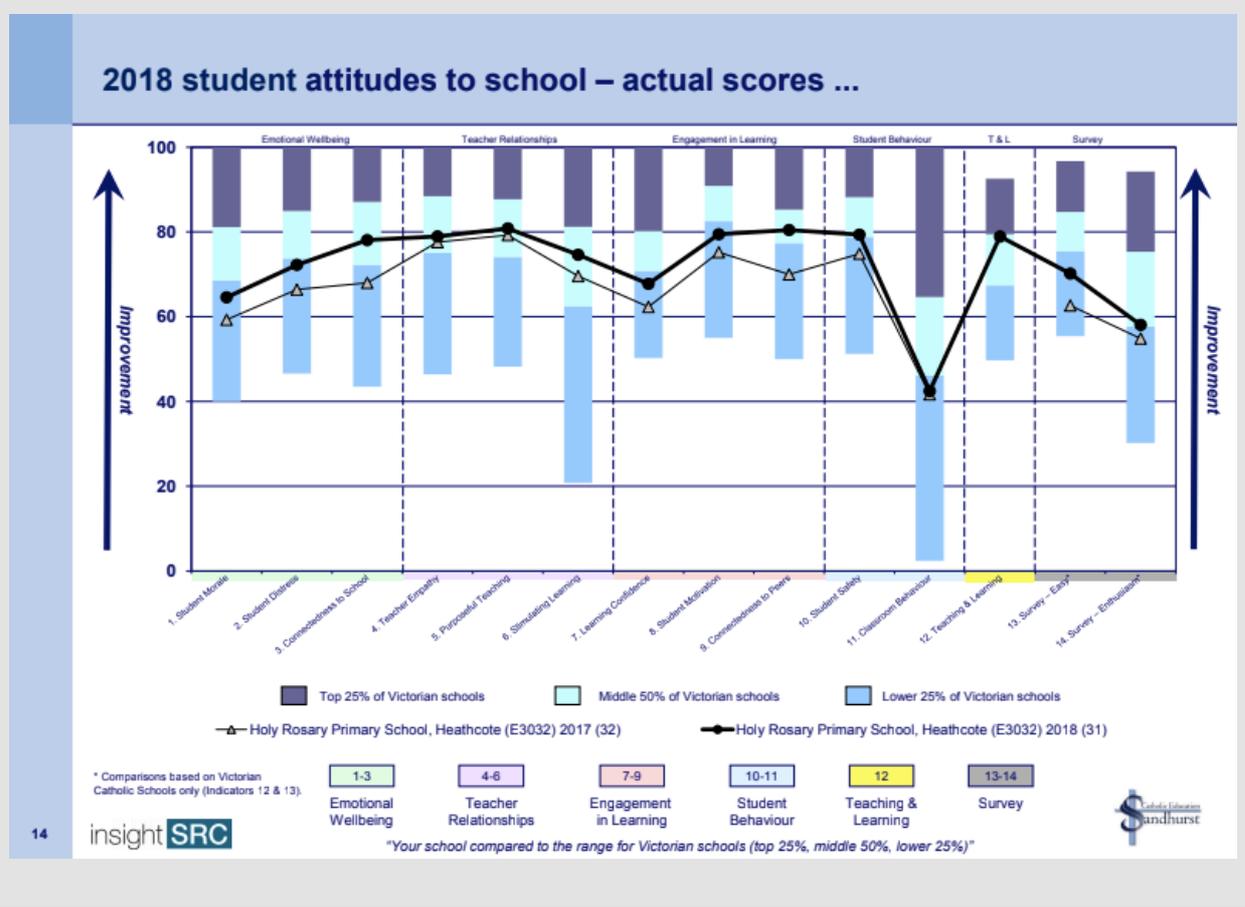
The classroom roll is taken twice a day and student absences are followed up by phone

Absences both short term and long term are followed up by Deputy Principals or Admin staff via phone calls. Late 2018 staff began to work with SIMON in regards to SMS messaging to begin in 2019.

VALUE ADDED

- After school care
- Clubs at lunchtime
- Wellbeing worker
- NCCD adjustments for children with need

STUDENT SATISFACTION



STUDENT ATTENDANCE

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	87.4
Y02	93.1
Y03	86.1
Y04	86.4
Y05	84.3
Y06	86.7
Overall average attendance	87.3

Child Safe Standards

Goals and Intended Outcomes

- *Child Safety to be incorporated into the schools vision*
- *Continual implementation of Child Safe Policies and procedures in regards to the 2016 Child Safe laws.*
- *Policies reworked to comply with Child Safe legislation.*
- *Implementation of workshops for staff around Child Safe legislation.*

Achievements

- Child safety incorporated into the schools vision.
- All Staff completion of Mandatory Reporting.
- All volunteers to read and sign the schools Code of conduct that has been designed to adhere to Child Safe legislation. WWC Checks.
- Staff to visit and complete a detailed risk assessment prior to going on any out of school activities.
- Staff trained in Rights, Resilience and Respectful Relationships.
- Child Safe legislation provided to the school community
- Development of the Child Safe Action Plan.

Leadership & Management

Goals & Intended Outcomes

- Continued development of Staff into a Professional Learning Community.
- Professional Learning opportunities for School Board.
- Continued maintenance and Landscaping of school grounds.
- Increased shade areas around the school. Maintenance plan in place.
- Address O.H.S. requirements per Eastman and Lynch recommendations from recent audit.
- Update parent handbook and publicity and promotional material
- Staff to attend Professional Learning to plan to redevelop the website.
- Ongoing Leadership development of all students at Holy Rosary Primary School.
- Continued work with parents to establish viable School Board and Parents and Friends Association.
- Complete RE accreditation for those who acquire it.

Achievements

- The Canonical Administrator feels very welcomed on visits to the School.
- The School Leadership Team meets weekly and has both a strategic and operational focus.
- The school board shares actively in the leadership of the school and there is a close working relationship between the board chair and the Principal. There is a process for succession planning for the board chair position.
- The Parents Action groups is quite active and is very supportive of the school.
- There is a Parents Action Group representative on the school board.
- Leaders and staff receive feedback on their performance through termly goal setting meetings and the Annual Review meetings.
- There is a strong emphasis on student leadership and every Grade 5 and 6 student is regarded as a leader. There is a leadership program in place for the Grade 5 & 6 students, which is done at a district level, as well as a 'buddy' system to link up younger students.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2018

On the Road to Excellence PD day - All staff

Positive Psychology PD day – All staff

Resilience Project 18 staff

Source of Life for graduates and early career

Oral Language

Literacy/Numeracy Day

Deputy Principal Days

Occupational Health and Safety

Deb Sukarna - Writing

Graduate Induction

Leaders Professional Learning Day

24 Administration Days working on ICON

5 Principal's meetings

Director's Briefing for Diocesan Principals

Complispace

SIMON

All staff completed the mandatory reporting online module to receive certification from DEEWR.

Students with Disabilities

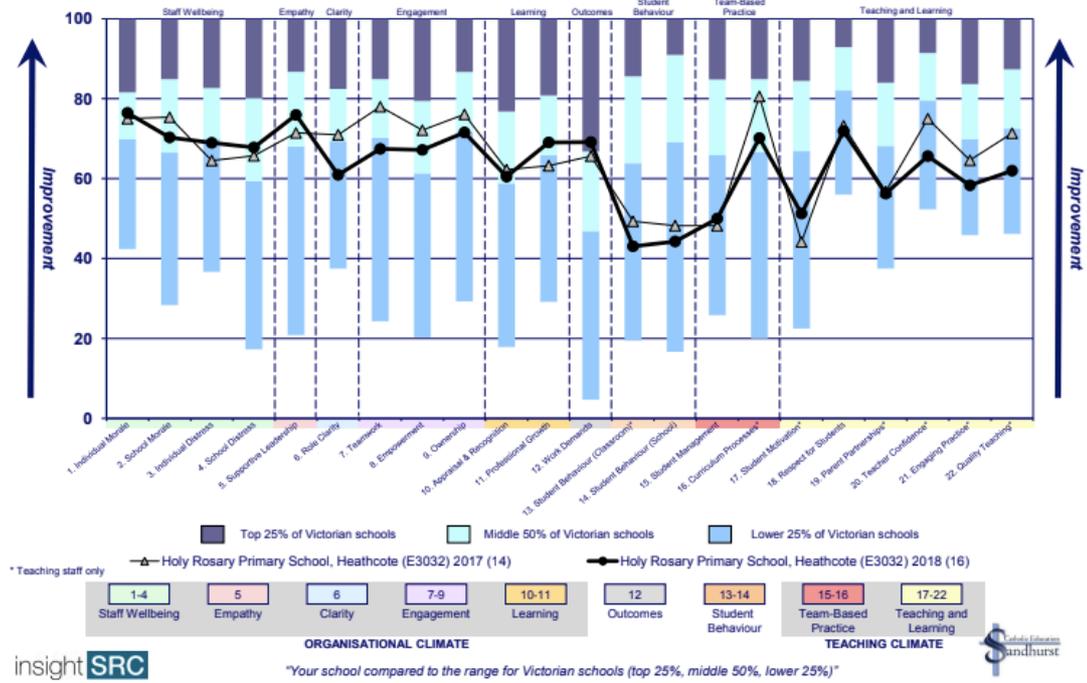
Bluearth Health and Wellbeing Program

Level 2 First Aid, CPR and Anaphylactic training

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2018	15
AVERAGE EXPENDITURE PER TEACHER FOR PL	\$ 400

TEACHER SATISFACTION

2018 school climate – actual scores...



STAFF RETENTION RATE	
	83.3%
TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	
Staff Retention Rate	

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	11.1%
Graduate	11.1%
Graduate Certificate	0.0%
Bachelor Degree	44.4%
Advanced Diploma	22.2%
No Qualifications Listed	44.4%

STAFF COMPOSITION	
Principal Class (Headcount)	1
Teaching Staff (Headcount)	20
Teaching Staff (FTE)	13.1
Non-Teaching Staff (Headcount)	10
Non-Teaching Staff (FTE)	7.5
Indigenous Teaching Staff (Headcount)	1

School Community

Goals & Intended Outcomes

The Principal and the School Board share leadership of the Stewardship of Resources area of school life. Their work is guided by the Annual Cyclical Maintenance & Improvements Plan, **Strategic Directions 2017-2021**, and Annual Budget. A Master Plan has also been developed to assist with the ongoing and future planning needs of the school.

Appropriate processes are in place for developing, implementing, monitoring and reviewing the annual budget. Additional processes are in place for the monitoring of financial management, internal controls, financial accountability, administration and staffing and asset management.

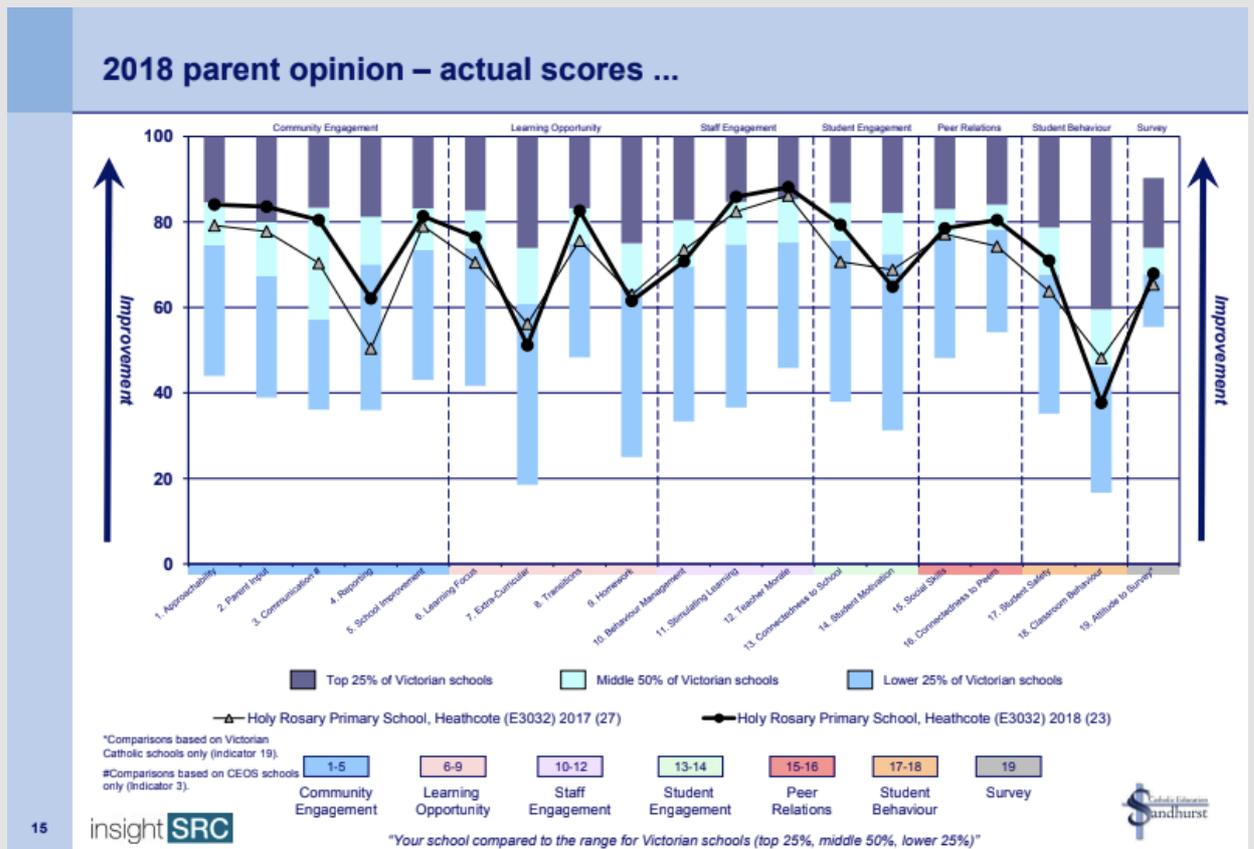
This is achieved by staff being given budget updates at the beginning of each term, along with an explanation if required. Financial reporting to the School Board occurs at monthly meetings, including Profit and Loss statements, bank account/loan balances and percentage of school fees paid.

Achievements

- To keep staff informed about the importance of the School's Asset Register, including procedures for the correct disposal of asset items. To continue to update the purchase and payment procedures to keep all staff informed, including new/relieving staff.
- To provide opportunities for administration staff to undertake professional development and to keep up to date with current practices.
- To continue to promote the environmental block, chook shed and environment initiatives to ensure that all children are exposed to environmental education. The current surrounds of the school, whilst in excellent condition, need additional garden maintenance to ensure the school continues to look presentable.
- To provide and maintain attractive and safe playground environment.
- To ensure that the school buildings are appropriate learning environments.
- To ensure that parents are supported in their endeavors to maintain the school environment.
- To ensure that appropriate Finance, Facilities and Resources related policies are reviewed, developed and implemented.
- To ensure that the Holy Rosary Heathcote website is current and widely accessed.
- To ensure that the students and staff have access to ICT appropriate to their needs.
- To ensure that all who desire a Catholic Education for their children are able to access it.
- To ensure that appropriate funding is sourced for school initiatives and projects.
- The school continues to be extremely well resourced across all areas of the curriculum providing resources to cater for the individual needs and learning styles of each student. Additional funding was provided to enhance the capacity for teachers to provide additional resources in Literacy.
- The ongoing efforts of the school community in attending to cyclical maintenance tasks through working bees and outsourcing of projects, is a valuable asset to the school.

- Holy Rosary is able to provide joint use of excellent facilities with many Parish and other community groups regularly utilising the O’Dee Centre and other areas of the school.
- The schools financial practices show careful planning and budgeting and financial analysis is supported and well implemented.

PARENT SATISFACTION



Significant improvement in many areas of Parent Opinion:

Approachability

Parent Input

Communication

Future Directions

The school is constantly looking at how it can improve:

Learning and Teaching through explicit teaching

Behavior and Engagement through working with Dan Petro and others

Continued development of the Strategic Plan

Continued development of the Master Plan

NOTE: *The School's financial performance information has 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*