



Melbourne Archdiocese
Catholic Schools

2023

Annual Report to the School Community



St Fidelis' School

52 Saunders Street, MORELAND 3058

Principal: Manuela Watson

Web: www.sfmorland.catholic.edu.au

Registration: 1265, E Number: E1116

Principal's Attestation

I, Manuela Watson, attest that St Fidelis' 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 27 Mar 2024

About this report

St Fidelis' 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

VISION STATEMENT

St Fidelis Catholic Primary School:

"Inspiring and Empowering the learners of today to be the voices that shape tomorrow"

In the tradition of St Fidelis and the charism of the Mercy Order we live the values of:
EMPATHY, KINDNESS, RELATIONSHIPS, RESPECT, WELCOMING

MISSION STATEMENT

As an integral part of the Brunswick and Moreland Catholic Community, we are guided by the Catholic Social Teachings and its traditions.

We foster an inclusive, safe learning environment that cultivates a love for learning and respectful relationships.

Our curriculum promotes the 21st century skills such as critical thinking, creativity, communication and collaboration to develop the learners.

School Overview

Our purpose at St Fidelis is to provide the very best in Catholic education for the children of today. We strive to provide learning spaces for personalized and cooperative learning that prepare children for a future of lifelong learning. We are committed to ensuring success in the key competencies of literacy and numeracy, as well as an inquiry approach to learning. We engage the expertise of Inquiry Education Consultant Kath Murdoch to build the capacity of all learners within the community, Education Consultant Sue Walsh to support with the implementation and professional learning required for a school wide pedagogical model and engage regularly with the MACS (Melbourne Archdiocese Of Catholic Schools) Religious Education consultants to engage our staff with the Pedagogy of Encounter. We unpack the Learning Assets of self-manager, collaborator, researcher, thinker and communicator and promote their embedded life skills.

St Fidelis' Catholic School has a proud tradition of providing quality Catholic Education for over ninety years to Catholic families in the Merri-Bek area (formerly known as Moreland) Merri Bek is located in the NorthWestern suburbs approximately 10 kilometers from Melbourne CBD. It is an area well serviced by public transport and is adjacent to the Tullamarine Freeway.

It is primarily a residential zone that is well established with little prospect for new home building, however, demolition and rebuilding is common. There is a range of local facilities utilized by the school including Shore Reserve, Dunstan Reserve and Cross Keys Reserve.

St Fidelis' Catholic Primary School was opened on April 28, 1927 by Archbishop Daniel Mannix and was administered by the Sisters of Mercy. The first principal was Sr. Mary Helena. The initial intake was 128 pupils, which swelled to 350 within 12 months.

St Fidelis' Church was opened in 1938 and the celebration of Sunday Mass moved from the school to the new church. In 1961, a second campus opened in Pascoe Vale, called Our Lady of Perpetual Succor (located 2 km away from the main campus of St Fidelis in Langtree Ave Pascoe Vale South).

The first lay principal was appointed in 1975. In May 2011, Our Lady of Perpetual Succor Campus was sold and the Year 5/6 students were relocated to the new building and the main campus of St Fidelis. Archbishop Denis Hart blessed the new Senior Learning Area on April 29, 2011.

The school has two main buildings one on Saunders Street and the other on Hawthorn Street with our administration office located in Saunders Street building. There are 10 class spaces, including a Visual Arts room, a dedicated STEM (Science, Technology, Engineering and

Mathematics) Innovation Learning Space integrated with a library resource space, a LOTE (Italian) room, a multipurpose hall and a gymnasium.

In 2021, the Junior Learning Building (Foundation to Year 4) underwent a \$1.95million dollar refurbishment funded by a grant received from the Victorian Government. This flexible, contemporary and comfortable, modern, learning environment comprises: breakout areas, wellbeing room, kitchenette, flexible seating, working stations and the ability to integrate outdoor/indoor learning. A much needed upgrade has seen the teachers and the students enjoy the return to beautiful modern, well ventilated, air conditioned, calming and flexible learning spaces.

In 2023, St Fidelis had an enrolment of 201 students. Students are arranged in 10 class groups. The school offers a comprehensive curriculum, which is based on the Victorian Curriculum. Weekly specialist programs are provided from Foundation to Year Six in Physical Education, Visual Arts, STEM, LOTE (Italian) and Sustainability.

The school offers targeted programs in Literacy and Maths to support classroom programs through intervention and extension. Students are encouraged to participate in the music program with specialist teachers available for private lessons for a range of instruments after school or during school hours. We are members of School Sport Victoria (SSV) which enables students to participate in sports from local, regional, to state level. Partnered with G.A.T.E.Ways we offer this program to cater for the students who are highly able to the gifted range. Neighboring schools are invited to send their gifted students to participate at our school once a term.

St Fidelis School and the parish are allocated on a site surrounded by beautiful trees nurturing a learning environment for the students and staff. There are three distinctive areas in the school.

The Innovation Learning Area, which comprises dedicated spaces for the teaching and learning of: Science, Technology, Engineering and Mathematics (STEM), Visual Arts, Music, LOTE (Italian) and Library Resource space.

The Junior Learning Area comprises seven learning classrooms, two Foundation classes, three Year 1/2 classes and two 3/4 classes.

The Senior Learning Area is located above the Multipurpose and Indoor Basketball Court. The Senior Learning Area (SLA) includes three classrooms, a special projects center, Library resources, an area for the use of technology such as a 3D Printer, and Chrome books, a staff planning room and indoor toilets for students and staff.

Below this Senior Learning Area there is a multipurpose hall and gymnasium which is used for many parish and school functions such as: Whole School Assemblies, School concerts, Mother's and Father's Day breakfasts, information evenings, parish and school family and pizza evenings, trivia nights, school concerts and our biannual Art/STEM showcase just to

name a few. The Out of School Hours Program also use our Multipurpose Hall every morning and after school to care for the students who require this service.

We are blessed and fortunate to have extensive outdoor areas for an inner suburban school. There are three main playground areas, which were refurbished in 2014/2015 and in 2021 during our recent upgrade.

A junior area has a purpose built adventure playground, a large sandpit area, veggie gardens, a basketball ring, and a playground with markings for games such as Four Square, Snakes and Ladders or Twister.

The Hawthorn Street play area has a purpose built adventure playground for older children, a sandpit, a full sized basketball court and four marked areas for bat tennis and volleyball.

The Benny Courts play area (formerly the St Fidelis Tennis Club) was refurbished with synthetic turf. It has a long jump pit, two courts for basketball, netball or volleyball and a soccer pitch.

The staff at St. Fidelis have a professional attitude and approach to education. They value the importance of ongoing professional learning and work as part of a team. This year two specialist staff in the areas of literacy and mathematics were an addition to our staffing to maintain and extend our excellent results in these two key competencies. We have formed a professional partnership with Inquiry consultant Kath Murdoch to assist with the development of inquiry programs and practices, coaching of teachers and demonstration of inquiry techniques. We continue to engage with Sue Walsh (System and School Consultant) to assist in dialogue and implementation of a consistent whole school pedagogical approach in order to improve student outcomes.

Our specialist teachers work in the areas of Physical Education, Visual Arts, LOTE (Italian) and STEM (Science, Technology, Engineering and Mathematics). We employ a part time Sustainability teacher to engage with sustainable practices in the school and work in conjunction with learning space teachers during Inquiry.

We have a supportive parent community who are actively involved in the life of the school. Parents and grandparents actively participate in classroom activities, excursions, and interschool sports. The School Advisory Council, Parents and Friends Association are valued and actively supported. We use a variety of communication tools with parents such as a fortnightly newsletter, Audiri App, Facebook, Twitter, Instagram and our newly established website to keep the community informed about current events

Fr Linh Pham and Father Tho Tran reside at St Fidelis Presbytery who, are also the moderators of St Joseph's West Brunswick, St Ambrose, Brunswick and Our Lady Help Of Christians, East Brunswick. Together we are in the process of working as the Brunswick Moreland Catholic Community.

The Religious Education Leader together with the Parish Priest and Principal, are responsible for overseeing and supporting staff in planning sacramental programs and liturgies.

St Fidelis offers an Out of School Hours Program and it exists in order to cater for working parents. Our Out Of School Hours Program underwent a review process in 2020. The results of surveys from parents and children indicated that it was time to research a more suitable provider that met the needs of our current students and parents. With the assistance of the School Advisory Council we underwent a thorough interview process to find the most suitable Out Of School Hours Care provider for our community. After several interviews THEIRCARE was successful in meeting our schools criteria.

St Fidelis' School encourages a community atmosphere and events such as family masses, Parents' Association functions and whole school celebration days also foster this.

At St Fidelis Catholic Primary School, we take seriously our responsibility for catering for the individual learner, providing many opportunities for the students to engage in a wide range of activities. We have a deep commitment to nurturing the students in the Catholic faith within our modern world and a responsibility to provide an environment where the student's feel respected, where their voices are heard and where they are safe and feel safe.

Principal's Report

It is my pleasure that I present to you the 2023 Annual Report to the Community. This report is written in relation to the 2023 school year, in line with the Australian Government accountability requirement.

Our strategic intent in this cycle of School Improvement 2021-2024 is:

- To build a culture where the well-being of every child is valued within the context of our Catholic faith traditions.
- To develop a culture that values and promotes student agency and voice within a welcoming, dynamic and diverse community where learning is achieved through the effective use of data to improve student learning outcomes.
- To develop a model of leadership that is distributed and instructional in order to be an effective high performing team at St Fidelis.

This report provides the school community with an overview of the key initiatives and events which have occurred throughout the 2023 school year. It provides an opportunity for the community to reflect on St Fidelis' achievements and experience a sense of collective pride.

Our School Improvement Plan 2021-2024 guides us in further developing and enhancing our school across the five spheres -Education in Faith, Learning and Teaching, Student Well-being, Leadership and Management and School Community. St Fidelis is appreciative of the support of both the parish, school and wider community as we work together in providing a very high standard of learning and teaching, in all aspects of the curriculum.

In 2023, we saw an increase in enrolment numbers from 187 students to 201. We were able to provide 10 classes with an average of 20 students per class from Foundation to Year Six. Two Foundation classes, three 1/2 classes, two 3/4 classes and three 5/6 classes.

In 2023 we continued to open the doors and invite families in for educational and social purposes. The school continued its strong focus on learning and teaching to improve student academic, social and emotional outcomes. As this was fourth the year of our School Improvement Plan, we worked as a community to honour our strategic intent, 'Within a welcoming, dynamic and diverse community where learning is achieved through the effective use of data to improve students learning outcomes'.

Positive relationships form the basis of strong partnerships and learning is strongest when learners feel a sense of belonging and connectedness within the community. The sense of belonging and being in relationship with others builds and strengthens the ability of learners to understand and manage their emotions and develop their sense of self.

Literacy and Numeracy continued to be our main focus and we continued to explore and engage with the works of Lyn Sharrat and the Waterfall Assessment framework as a pedagogical model used from Foundation to Year 6 to support the teaching of our core subjects. Teachers continued to use and refine all the elements of the "The Assessment Waterfall Framework" where the components (Learning Intentions, Success criteria, Descriptive Feedback, Peer and Self Assessment and Individual Goal Setting) all weave together to form robust collaborative classroom practices and the development of the School Learning and Teaching principles were a large focus of our work in 2023.

We continue to offer and showcase our exceptional STEM (Science Technology Engineering and Mathematics) program to the Lego International visitors Lars Ulrik Hansen, Head of Trade and Market development and Minsub Kim, APAC Account Lead from Singapore where they learnt how LEGO Education is making a difference to the students at St Fidelis.

As a professional learning community of educators, we continue to draw on the work of Kath Murdoch and developing further our understanding of Inquiry Learning. During 2023 we continued to engage with the works of Kath Murdoch to ensure we were providing learning opportunities that require the students to use inquiry skills. Through an inquiry cycle: Tuning In, Finding Out, Sorting Out, Reflecting, Taking Action and Evaluating, learners were empowered to guide their learning. This process of inquiry also enabled them to develop and strengthen a number of learning assets. These Learning Assets included being a researcher, collaborator, self-manager, communicator and thinker.

The social and emotional wellbeing of all children continued to be of the utmost importance with staff embarking on significant learning and teaching embedding "The Resilience Project Program" once a week and meditation daily in the learning spaces. Supported by the Wellbeing teacher the staff work collectively to support students with self-regulation, social awareness and relationship building which supports students engagement and academic outcomes.

A continued focus on building a positive school climate built on high expectations and a commitment to excellence saw the school perform above all Australian students in the areas of reading, writing and grammar and at standard with all Australian students in numeracy and spelling. With a focus on high quality learning and teaching, calm orderly and peaceful learning environments a strong collegial culture was ensured. High levels of collective efficacy, and staff collaboration, together with a deep and shared belief that every student is entitled to and capable of successful learning, were supported by school wide analysis of systematically collected data on student outcomes. This is viewed as fundamental to the school's improvement agenda.

Some of the major achievements, initiatives and outcomes of our work for 2023 include:

A strong commitment to the faith development of our students and an ongoing commitment to action through social justice initiatives for example include: Weekly Whole School Prayer led

by students, Catholic Care Bring a Can Campaign, Project Compassion, St Vincent Winter appeal.

Central to our role as a Catholic school and as a faith community, we continue to give students and families opportunities to develop faith through; prayer and liturgy; celebration of sacraments; Family Sacrament Faith Evenings; class masses; whole school masses, and celebrating our patron St Fidelis.

A strong focus on Literacy and Numeracy outcomes, embedding and developing a consistent approach to the implementation of a Whole School Pedagogical Model “The Waterfall Assessment framework” including an ongoing focus on Inquiry learning.

Strong NAPLAN results indicate our Year 3 and Year 5 students perform above all Australian students in the areas of Reading, Writing & Grammar and at standard with all Australian students in Numeracy and Spelling. Ongoing use of data and pre and post testing in numeracy and literacy ensures the curriculum is targeted, challenging and engaging.

The School Advisory Council continues to be an active and forum for parent voice in 2023 prompting the schools Catholic ethos and culture and providing advice on school improvement plans.

Ongoing promotion of parent engagement in learning examples include: online parent meeting for The Resilience Project, Numeracy and Literacy workshops to assist their children at home, participation in the Parent Helpers program and the numeracy morning program.

Ongoing professional development and support of staff to ensure they are equipped with the knowledge and resources needed in order to pinpoint individual student learning needs.

A commitment to bring community together examples include: Community Fete Day, Family Fun Social Night, parent and children faith evenings, fundraising activities, Parents and Friends Committee, kindergarten visits by staff and inviting local kinders to the school to experience the STEM Program, Celebration of Learning afternoons (twice a year), Mother and Father's Day morning breakfast and classroom activities and National Walk to School Day and family breakfast, just to name a few.

Our successful storytime program commenced Mid-Term Two which has proven to be very popular for all the new Foundation students and their siblings. This has been a great way for students to familiarise themselves with the school and for families to get to know each other.

Official opening of our now complete STEM Innovation Resource Centre that was kindly opened by the MP Mr Anthony Cianflone and Fr Linh Tran and special thank you to all

parents for their support in fundraising activities so that we can have such a wonderful centre for all students.

Extra curricular activities were in full force with many excursions, incursions, Year 5/6 school camp, Interschool sports, just to name a few for all students. An Extracurricular music program continues to be popular with an enrolment of 38 students in 2023. A highlight of this program was the amazing music recital at the end of Term Three which allowed the children shine and perform to an audience (such a delight for all the children and families).

Once again success in the STEM-MAD competition with six groups entering and two groups as finalists. Our first time entry into the First Lego League Competition saw the Year 6 team progress to the National Finals in Hobart.

The highlight of Term Four was the Footsteps Dance concert . After two terms of dance and drama teaching, each class performed for our community. Such a wonderful spectacle for everyone and an opportunity for all the children to shine.

New Foundation transition sessions and new family information sessions are front and centre in Term Four. End of year activities such as: Graduation Mass, Awards night, Year 6 day out, Christmas Carols and not to mention school reports dominate Term 4.

As we celebrate what was achieved in 2023 we look forward to creating new priorities as the school undergoes the school review process in 2024.

As Principal of St Fidelis, it is a great honour and privilege to work alongside our Parish Priest Fr Linh Pham and Parish Administrator Fr Tran Tho. I thank them for all their support and willingness to engage in Parish and school activities such as the School Advisory Board meetings, celebrating Graduation Mass and attending school special assemblies. Thank you to Deputy Principal Vira Pirrotta, the school leadership team and curriculum leaders for all the extra curricula work and time is given to our school, and the staff who take their role in supporting and developing confident and independent learners, a staff committed to working collaboratively and to ongoing professional learning in order to provide students with the most engaging and stimulating learning opportunities.

Thank you to all the members of The School Advisory Board and Chairperson for their advice, expertise and continued support. St.Fidelis are fortunate to have a supportive group of talented parents.

We continue to reflect, seek feedback and review all aspects of school life at St Fidelis. We are proud of the quality of the learning and teaching, the positive and supportive relationships within our community as well as the warmth and welcome to all, for which St Fidelis is highly respected and known . I congratulate our school community on our many achievements through this year and look forward to another successful year of uninterrupted learning in 2024.

Manuela Watson

Principal

Catholic Identity and Mission

Goals & Intended Outcomes

Our goal is to build a learning community that, through rich dialogue and action, brings meaning to the teachings and traditions of the Catholic Church.

In 2023, we will continue to further strengthen staff capacity theologically and pedagogically further to develop ongoing connections between the parish and school communities. Our intent is to explore and unpack the renewed Religious Education Curriculum.

Achievements

Our focus in 2023 was to continue to embed the Social Justice Teachings of the church, to connect with the Whole School Inquiry process and to continue working with our current Vision & Mission Statements. The mission statement was completed and presented to the school community and the wider school community.

We continued to use the renewed RE Curriculum. A focus was placed on understanding the Religious education achievement standards and the scope and sequence framework to track the content taught.

In 2023, our Religious Education Leader created termly overviews linking the Religious Education curriculum with the taught Inquiry units taught.

We continue working with Eloise Meyer, from MACS Religious Education regional consultant. Our whole school focus for 2023 was recontextualising scripture and to continue unpacking various scriptures using thinking routines to develop a deeper understanding of scripture. These scripture passages were shared with all staff and linked to the term overview at the beginning of each term.

The positive working relationship with the Religious Education Learning consultant [REL] Eloise Meyer continued throughout the year. Eloise facilitated termly Professional Learning Team meetings with staff working towards faith formation of staff, deepening their knowledge of Scripture and assisting them in applying their learning in delivering the RE program.

Eloise was part of facilitated planning from P-6, which occurred termly, and professional whole staff learning twice a term. Staff continued using the RE scope and sequence tool to track the teaching and learning in their classroom.

Value Added

Eucharist was celebrated on the 18th of June, with the Year Four students receiving the Sacrament. The celebration was led by Father Linh Pham and Father Tho Tran. In preparation for this celebration, the children engaged in a eucharist retreat day facilitated by Ian Vergal, a Seminararian.

The Sacrament of Confirmation celebration took place for the Year 6 students in August and was celebrated by Bishop Terry Curtin, Father Lihn and Father Tran. The children engaged in a confirmation retreat day facilitated by Annette Gasbarro (REL) facilitated. The Sacrament of Reconciliation was received by the Year 3 students in March with Father Linh Pham and Father Tho Tran.

Faith formation evenings were presented to the parents and students in Years 3, 4 and 6, the Sacramental years. The Reconciliation, Eucharist and Confirmation focus evenings were held online via Zoom. These evenings were very well attended and facilitated by Maria Forde. The Foundation Faith Evening was presented for all new families to St. Fidelis enrolled to commence in 2024 also facilitated by Maria Forde.

Whole School Prayer is celebrated every Friday morning. Each year level has the opportunity to plan and conduct this celebration. Throughout these celebration, the children had the opportunity to write prayers of the faithful, engage in scripture readings, sing liturgical songs and showcase their learning in religion. This opportunity enabled the parents to attend this celebration and establish connections within our learning community.

The RE Leader, Annette Gasbarro, allocated a release time of 2 days, attends facilitated planning, assisted staff with implementing the RE program, and planned and organised all sacraments, retreat days, whole school reflection days, and whole school and class masses.

Staff engaged in REL professional development throughout the year with a focus on further exploring and understanding Catholic Education in the 21st Century & recontextualizing scripture. A whole school closure day at the Mercy Centre allowed staff to reflect on their Catholic faith and gain a better understanding and insight of the works of Mercy in our world today.

The school celebrated Holy Week by participating in the re-enactment of Holy Week events. Each year level engaged in unpacking the Easter story. This event occurred in the church, and the school community were invited to attend.

As a Christmas celebration, the children engaged in an Advent liturgy. Each level prepared prayers, read gospel stories and sang Christmas carols. This celebration occurred at St. Fidelis church.

In 2023, every class attended mass on a fortnightly basis. The children wrote the prayers of the faithful and participated in mass, including singing, readings, prayers and offertory. The whole school attended mass at the end of each term to celebrate the term of learning. Masses were also celebrated at the beginning of the year, Grandparents' Day, St Fidelis' feast day, All Souls' Day and to mark the end of year mass. Parents and families were invited a a way to reconnect with our school community and work together in partnership to engage with their children's faith journey.

Our Social Justice and Community leaders engaged in the St.Vinnies Winter Appeal. They prompted the appeal through the weekly newsletter and whole school assemblies. The Social Justice leaders led Project Compassion. The school raised more than \$700, a fantastic achievement. Our Social Justice leaders also participated in the Catholic Care 'Carry A Can Campaign', collecting canned food to deliver to the less fortunate throughout Melbourne. This continued with our St. Vinnies Christmas hamper appeal, where our Social Justice leaders collected foods for Christmas hampers. These hampers were distributed to families across the parish. A total of 15 hampers were distributed.

Learning and Teaching

Goals & Intended Outcomes

To develop a whole school pedagogical approach based on evidence to achieve growth for all students.

- That a range of data sets are identified, collected, stored, accessed, analysed, and documented as part of a whole school data plan.
- That a shared and contemporary pedagogical approach is developed and aligned with the school vision and curriculum frameworks.
- That teachers develop data literacy skills in order to cater for all students through rigorous dialogue to inform their teaching.
- That all students are catered for through rigorous teaching practices, which include: Differentiation, targeted teaching, making powerful connections and recognising the uniqueness of each student.

Our learning and teaching is grounded in our Vision and Mission Statement. St.Fidelis Catholic Primary School is committed to inspiring and empowering the learners of today to be the voices that shape tomorrow.

At St. Fidelis we believe that children learn best when:

- They are engaged in purposeful, authentic and personalised learning experiences. Collaboration, inclusivity and safety are fostered in the learning environment.
- Student voice is valued and promoted by all.
- Feedback is timely and explicit and empowers students to take responsibility for their learning.
- Relationships between staff, students and families are nurtured and cultivated.
- Data and assessment are central to the planning and differentiation of learning.
- Learning is made visible and accessible.

Achievements

LEARNING AND TEACHING

- Learning was made visible to students with Learning Intentions, and Success Criteria were displayed and documented for students.
- Teachers used the walls and wall documentation as the third teacher, to support student learning.

- Teachers and students used protocols for peer and self-assessment.
- Teachers continued daily numeracy, reading and writing sessions with targeted small-group teaching.

Teachers continued to use the following effective high-impact targeted teaching practices and strategies in Literacy:

Language Experience

Discovery Learning

Shared Reading

Guided Reading

Book Clubs

Modelled Writing

Read Aloud

Interactive Writing

- English and Mathematics sessions included daily small-group teaching.
- Teachers continued Learning about using learning intentions and success criteria for all mathematics, literacy and inquiry sessions.
- Foundation to Year 4 students worked in small groups with independent targeted learning tasks in English.
- Launch, Explore and Summarise lesson structure was introduced to support Mathematics learning.
- The Monash Mathematics Learning Sequence was used to plan and implement mathematics sessions.
- Teachers continued to use concrete materials to support mathematical learning.
- Teachers continued to make links to the capabilities, literacy and mathematics in our shared inquiries.
- Teachers continued collecting ongoing student observations during small group sessions to analyse during facilitated planning sessions.
- Teachers continued to adjust the learning programs for students to ensure all were catered for during reading and writing sessions.
- Speech Pathologist continued to work with students and teachers to implement programs to support students' literacy learning from Foundation to Year 4.
- Speech Pathologist continued to support teachers using colourful semantics in Foundation and Year 1/2 writing sessions.
- Speech Pathologist continued to support teachers with the implementation of cued articulation to support phonics learning in Foundation.
- Students continued to build their understanding of peer /self assessment and goal-setting.
- Leaders created an Inquiry map of big concepts to ensure other curriculum areas and capabilities were addressed over two year cycle.
- The Victorian Curriculum was used to plan all learning opportunities for students.

- Shared inquiries continued with a strong focus on the Intercultural Capabilities and Ethical thinking domains in the Victorian Curriculum.
- Inquiry and Discovery Learning continued with a focus on the learning assets.
- STEM continued to be a focus, with students attending weekly classes facilitated by our STEM leader.
- Students were extended by participation in the STEMMAD sessions and showcase.
- Four student teams participated in the regional STEMMAD showcase at Melbourne Archdiocese Catholic School, with one team winning a prize.
- First Lego League was established with a team of Year 6 students competing and winning the competition.
- Student work was displayed at the MACS Catholic Education Week Art Show.
- Students participated in weekly dance lessons and performed at a school concert for families.
- Students continued participating in many sporting opportunities, such as SSV inter-school competitions, rugby clinics, and swimming and basketball clinics.
- Entire school celebrations included Book Week, Science Week, and Cultural Day. Students participated in an Incursion or Excursion every term to enhance their learning.

FACILITATED PLANNING:

- Facilitated planning continued fortnightly for Numeracy, Literacy and Religious Education.
- Every facilitated planning session included data analysis and professional learning.
- Curriculum leaders collaborated with teams to set an agenda for facilitated planning.
- Teams planned collaboratively to cater for all students in their learning spaces.
- Facilitated planning with literacy leader continued fortnightly to plan targeted teaching strategies.
- Teachers, with the support of the literacy leader, used ongoing running records to determine the focus for small group teaching sessions.
- Teachers continued to build on their understanding of the Fountas and Pinnell continuum to plan targeted teaching sessions during facilitated planning.
- The Mathematics Learning leader led the analysis of Numeracy assessments during facilitated planning.
- Regular consultation between the learning diversity leader and literacy leader took place to discuss learning goals and student data from facilitated planning sessions.
- Teachers continued to plan for the targeted teaching of students at their point of need in all curriculum areas.
- Student work samples and data continued to be a focus at every facilitated planning.

- Learning leaders supported teachers in planning for Learning intentions and success criteria while facilitating planning.
- Teams planned collaboratively to cater for all students in their learning spaces. Learning leaders supported the use of learning intentions and success criteria when planning.
- Use of data in facilitated planning to develop ongoing use of formative and summative assessment.
- Continued professional reading during Professional Learning Team meetings and facilitated planning.
- Weekly support by mathematics leader for extension students.
- Data from facilitated planning to identify students participating in the Australasian Problem Solving Mathematics Olympiad (APSMO).
- Teachers identified students for morning maths support for juniors at risk. This was planned by the Maths leader from data collected at facilitated planning and facilitated by senior students.

ASSESSMENT AND REPORTING:

- Speech pathologists assessed all 2023 Foundation students and identified students needing further support in oral language and literacy skills.
- Continued moderation practises using the Fountas and Pinnell Benchmark Assessment.
- Literacy learning progressions and the Victorian curriculum to support teachers in reporting student progress.
- Teachers used SPA to analyse data collected in English and Mathematics across the school, and student reading, writing and mathematics data was tracked using Data Walls from Foundation to Year 6
- Teachers from Junior teams completed six days of professional learning 'Explicit Teaching in the Early Years' and shared their knowledge with teams from Years 3 to 6.
- An assessment schedule was used to ensure data was collected and analysed by teachers each term.
- Fountas and Pinnell and Progressive Assessment Testing from Foundation to Year 6 was used to monitor the progress and growth of all students in reading.
- Assessments from Top Ten Maths were used across the school for consistency and data comparison.
- A Foundation to Year 6 spreadsheet was created to record the results and use in facilitated planning.
- Continued implementation of levelled Progressive Achievement Test (PAT) in English and Mathematics
- Professional Learning Team meetings were used to analyse the growth of students using the PAT scale scores.

- Professional Learning Team meetings took place to enable increased professional developmental support and guidance for teachers in reading and writing.
- Professional Learning Team Meetings were held to support the moderation of writing samples and benchmarking for semester reporting.
- Pre and post-samples and assessments were used in writing and mathematics to facilitate planning for targeted teaching and learning.
- NAPLAN data was analysed, and this was shared with the school community.
- Triangulating data using PAT results, running records, BAS records, and Top Ten Maths and Maths online interviews to ensure student progression was reported to parents.
- Use of data in facilitated planning to develop ongoing use of formative and summative data when targeting the needs of the students.
- Students' growth was tracked using the SPA program for reading and mathematics.
- Parents participated in a Celebration of Learning afternoons, EXPOs and student/parent/teacher conferences.
- The Assessment Waterfall Framework was implemented for Parent/Teacher/Student Learning Conversations.
- Students shared learning goals and work samples during the Parent/Teacher/Student Learning conversations.
- Parents continued to be informed about learning and progress through curriculum overviews, written reports, parent/student/teacher learning conversations and Parent support group meetings (PSG'S)

PROFESSIONAL LEARNING:

- Whole school professional development with Sue Walsh (Clarity Suite Learning) to develop an entire school pedagogical model using the evidence-based Assessment Waterfall Chart from the work of Lynn Sharatt
- Teachers participated in small team professional development focussed on learning intentions, success criteria, peer and self-assessment, descriptive feedback and goal setting each term.
- Teachers set their own goals from their professional learning meetings and provided evidence of how these goals were met during Annual Review Meetings.
- Learning leaders supported using learning intentions and success criteria in the learning space while working with teachers to facilitate planning.
- Professional learning focused on goal setting, peer and self-feedback for student learning.
- Learning and Teaching leaders continued to mentor teachers by working within the learning spaces to model, observe and provide feedback on teaching practice.
- Sustained Professional Learning Team meetings focussed on data analysis and teacher professional development in the areas of Reading, Mathematics, Wellbeing and Inquiry.
- Facilitated planning with professional readings and data analysis

Student Learning Outcomes

Throughout 2023 we focused on reinforcing key literacy and numeracy concepts.

At the end of 2023:

91 % of Foundation students were at or above the expected standard in Reading.

89 % of Year 1 students were at or above the expected standard in Reading.

83% of Year 2 students were at or above the expected standard in Reading.

Data from PAT-Reading assessments reflect that:

67% of Year 3 students were at or above the 50th percentile in Reading.

70% of Year 4 students were at or above the 50th percentile in Reading.

42% of Year 5 students were at or above the 50th percentile in Reading

80% of Year 6 students were at or above the 50th percentile in Reading.

Data from PAT-Maths assessments reflect that:

50% of Year 3 students were at or above the 50th percentile in Maths.

61% of Year 4 students were at or above the 50th percentile in Maths.

57%of Year 5 students were at or above the 50th percentile in Maths.

67% of Year 6 students were at or above the 50th percentile in Maths.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	438	65%
	Year 5	481	65%
Numeracy	Year 3	412	71%
	Year 5	487	68%
Reading	Year 3	432	88%
	Year 5	511	88%
Spelling	Year 3	398	71%
	Year 5	478	73%
Writing	Year 3	440	88%
	Year 5	502	81%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2023 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Student Wellbeing

Goals & Intended Outcomes

To empower students through voice, agency, and leadership to improve student's outcomes, health and wellbeing.

Our intent is that:

- All students have a voice, choice and ownership of their learning.
- All students can identify learning goals and use quality feedback to monitor their progress and exercise agency.
- All students have a sense of inclusiveness and connectedness to their school community that reflects respectful relationships
- All students see themselves as lifelong learners and understand how we learn

Achievements

At St. Fidelis, we endeavour to promote a healthy, supportive, and secure environment for all children, raise awareness of what makes students resilient, develop strategies to reduce vulnerabilities and increase coping skills.

Children and young people who are happy, confident and able to establish meaningful relationships are better placed to achieve positive learning outcomes.

The Catholic school environment must provide a safe and effective environment that contributes to positive learning outcomes and the wellbeing of students, staff and the broader community. Therefore, a whole school approach to student wellbeing has been developed and regularly reviewed at St. Fidelis. The school's values of welcoming and respect are explicitly linked to the curriculum and are a focus for our teaching and learning.

St. Fidelis uses 'The Resilience Project' as a framework to teach resilience in our school. The Resilience Project aims to provide an overarching student well-being strategy to target the school's needs in student well-being.

The students in Years 3 to 6 complete a survey for teachers to gain insight into what needs to be a focus for their teaching. The Resilience Project is evidence-based and used by many schools in Australia and New Zealand. The whole school is learning about The Resilience Project.

Every Monday, each class is engaged in the project, as this helps the school community start the week off grateful and blessed. The Resilience Project's Education Programs support

mental health in the classroom, staff room and family home. The research is clear: the more positive emotion you experience, the more resilient you will be.

Therefore, the project focuses on the three key pillars that have been proven to cultivate positive emotions: Gratitude, Empathy, and Mindfulness (GEM), with emotional literacy being a foundational skill to practise these strategies.

Each student has a journal in which they write and or draw about their experiences and record their learnings.

At St. Fidelis, the Positive Behaviour Management Policy is to maintain an affirming and encouraging atmosphere in all learning areas and the playground. Consistency in behaviour management has been a focus at St. Fidelis to guide conflict resolution strategies and student wellbeing.

The St. Fidelis Positive Behaviour Management Policy is a guide for staff to follow to ensure consistency in behaviour. The school uses The Agreed Ways as a way to establish the behaviours that are expected throughout the school and in the playground.

St. Fidelis strongly focuses on building positive relationships between students and teachers. Students and teachers have mutual respect, shared responsibility, and trust. The Student Representative Council (SRC) meets once a fortnight. At these meetings, the Wellbeing Leader and the SRC discuss essential matters related to the school.

This allows the students' voices to be heard, valued and actioned. We acknowledge student's achievements through a variety of disciplines and events.

These include Student of the Week at Assembly, Sports Days (e.g. Athletics Carnivals), community events, class meetings and lunchtime cubs, buddy bus stop, Family Week, Reconciliation Week, Harmony Day, National Walk to School Day, Bully No Way activities.

We endeavour to cater for all individual academic needs. The teachers cater for these needs, and students with additional needs have support and accommodations to ensure their success and to cater for their learning in a positive and strength-based environment. Education Support Officers (ESOs) work closely with the students for additional support in the classroom.

They support the students in each of their learning tasks under the direction of the homeroom teacher. ESOs also have the opportunity to plan with the homeroom teachers during their designated planning time. Parent Support Group meetings are held every term to ensure programs for children with additional needs. ESOs are timetabled to work with the teachers and staff to ensure the teachers have support, and so do the teachers.

Parent Support Group meetings are held each term to ensure programs for children with additional needs are well-supported.

The Wellbeing Leader then works closely with the classroom teacher to ensure the actions of the meeting are followed through. School policies are regularly reviewed and updated by Leadership team members and presented to staff for further review.

Further intervention support is available at St. Fidelis for students who require extra assistance. A speech therapist supports the Oral Language and literacy of our students.

Two provisional psychologists work with students at our school to support the emotional and social growth of our students.

Furthermore, students requiring outside agencies can engage and be supported by private speech therapists, occupational therapists, physical therapists and psychologists) work with the Wellbeing leader and the classroom teachers to meet their needs and requirements.

Value Added

Students in Year 6 can apply for a leadership positions (School Captain, Vice-Captain, Sports Captains, Community Captains, Social Justice Captains, Curriculum Captains) and Student Representative Council (SRC) representation in Foundation to Year 6.

During two lunchtimes per week, the SRC leaders and the Wellbeing Leader facilitate the lunch clubs discussed and chosen by the students.

The Learning Diversity and Wellbeing Leader works closely with the St Fidelis Staff, the families, students, Allied Health Agencies and MACS consultants. The Leadership Team and the Learning Leaders work collaboratively as a team to support each other and to ensure strong outcomes for our students with Wellbeing at the centre.

In 2023, St. Fidelis engaged in the Mental Health in Primary Schools Project. A Mental Health and Wellbeing Leader was appointed with a team to support this initiative. The Mental Health and Wellbeing Leader, the principal, the deputy principal and a classroom teacher were trained by the Murdoch Children's Research Institute to ensure the project's success.

The Resilience Project Wellbeing Survey has helped teachers better understand what the students' needs are concerning their social and emotional needs. The survey was dissected, and teachers looked at the data and, in response, used ideas to support their students. For better outcomes.

Student Satisfaction

MACSIS Student survey results from 2023 indicate that the students have exceeded the MACS average in all the domains surveyed. Overall, the students have a very positive attitude to school, understand the school's expectations, feel a sense of belonging and feel safe at school.

In 2023, it was pleasing to see the following results indicating that introducing The Resilience Project, Shared Vision, Values, Whole School Agreed Ways and Whole School Approach to Learning and Teaching could contribute to such pleasing results.

Student Attendance

The school regularly reviews attendance and includes reminders in the Newsletter that "It's Not OK To Be Away" Parents phone in to notify the school of absence or use the Audari student absence notification Audari application.

In situations of extended absence (more than two days) with no contact from a parent, the teacher/principal/wellbeing leader will contact the parents for details and offer appropriate support if required.

The importance of regular and punctual attendance is also highlighted to new families at enrolment and is reported on in Semester One and Two reports to parents. St Fidelis strictly adheres to the Attendance Guidelines, which require all schools to:

The school immediately contacts parents/ carers when it is practical on the 'same day' of an unexplained absence.

The school also makes all 'reasonable attempts' to identify the whereabouts and safety of all absent students. • Request that parents /carers provide a written explanation of all absences.

Average Student Attendance Rate by Year Level	
Y01	94.3%
Y02	91.4%
Y03	94.5%
Y04	92.4%
Y05	90.7%
Y06	91.3%
Overall average attendance	92.4%

Leadership

Goals & Intended Outcomes

To build a whole School Culture that promotes and delivers an authentic learning community

Our intent is that:

All staff will work collaboratively to build capacity in expert teaching to improve students engagement and achievement.

Achievements

The focus for leadership continues to build leadership and teacher capacity, collaboration, clear processes and procedures and Professional Learning.

Strong focus on marketing our school, Principal visits to local kindergartens connecting with future families, kindergarten students visit to school our school to engage in STEM incursion for four year olds, personalised tours for prospective families, connections with local RSL president, student programs with local council and strong relationships with local and federal Members Parliament in our local electorate.

Communication, Consistency and Clarity were the driving focus for the 2023 school year
The School Calendar continued to provide clear communication across the school about upcoming events.

Weekly Staff Bulletin emailed to all staff every Sunday Evening by the Principal and Key Curriculum Leaders. This bulletin outlines the happenings for the week and any key messages necessary. The Weekly Bulletin eliminates the General Business during the weekly PLT meetings and allows quality time for Professional Learning.

Facilitated Level Planning with Literacy and Numeracy Leaders continued with each year level to ensure consistent practice across the levels.

Regular Leadership Team meetings continues to play a vital role in the discussion of goals and directions in line with our school's Annual Action Plan

Leadership Team to includes Principal, Deputy Religious Education & Well-being and Learning Diversity Leader

Professional Learning with a consultant for the Leadership Team, Principal and Deputy Principal with a focus on developing and coaching of the leaders continued face to face

Leader had monthly coaching sessions with GROWTH Coach

Continuous and rigorous analysis of literacy and Numeracy data

The development of leadership "Code Of Collaboration"

All staff were required to take part in an Annual Review Meeting (ARM) with the Principal. The goal of the ARM is to affirm achievement and develop professional goals.

Strong leadership drive to ensure the implementation and commitment and accountability of the pedagogical model "The Assessment Waterfall Framework" led by Sue Walsh.

Weekly Whole School Prayer and assembly, Student Awards, Well-being initiatives.

Introduction of a Whole School Approach to the Resilience program called "The Resilience Project "

Numeracy and Literacy Leaders planning and taking small focus groups extension and intervention group to support staff.

2023 we continue to raise the profile of the school in the community. The introduction of Instagram & Face Facebook, revised website, kindergarten visits, Open Day , School Tours and engagement with a marketing company have all contributed to raising the profile of St Fidelis Primary School.

The School Advisory Council continued to meet twice a term

Successful recipients of "The Saluting their Service Commemorative Grant" to erect two new flagpoles with indigenous & Torres Strait islander flags and a memorial garden.

Successful Community day Fete.

Increase of 25% of Foundation enrolments for third consecutive year.

Continue to build and expand the current STEM Program by participating in the First Lego League Competition and winning this event to reach National competition.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2023	
<p>Professional learning is what teachers engage in to stimulate their thinking and professional knowledge and to ensure that their practice is informed and up to date. At St Fidelis teachers Professional learning is linked to the School Improvement Plan. Teachers engage in Professional learning in various ways at St Fidelis.</p> <p>Teachers are engaged in professional reading linked to SIP followed by discussion and reflection.</p> <p>Teachers meet weekly with the literacy leader and numeracy leader to discuss student learning and data.</p> <p>Teachers engage in week meetings PLT after school with focus on literacy numeracy thinking, technology and Religious Education and MACS Religious Education Consultant.</p> <p>Teachers work alongside in the classroom with the literacy & numeracy leaders weekly, learning from each other.</p> <p>Timetabled Professional Learning with School Religious Education leader and MACS Religious Consultant .</p> <p>Continue to work alongside Sue Walsh to embed pedagogical model “The Assessment waterfall Framework”</p> <p>Early year teacher engaged in the Early Years course</p> <p>School Leaders coached by Pauline Zappulla Growth Coach to develop leadership skills</p>	
Number of teachers who participated in PL in 2023	16
Average expenditure per teacher for PL	\$1000.00

Teacher Satisfaction

MACSIS staff survey results from 2023 indicate that the staff feel positive at school. They give the school an endorsement of 79%, 13% above the MACS Schools average.

Staff feel well supported professionally and socially. They indicate they collaborate extremely well in teams and have a collective efficacy to student improvement.

Staff are happy with leadership however, their perceptions of the amount and quality of feedback given to them could be improved although we are still sitting 20% above the MACS schools average for feedback.

Teacher Qualifications	
Doctorate	0.0%
Masters	0.0%
Graduate	18.2%
Graduate Certificate	9.1%
Bachelor Degree	36.4%
Advanced Diploma	18.2%
No Qualifications Listed	18.2%

Staff Composition	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	22
Teaching Staff (FTE)	20.0
Non-Teaching Staff (Headcount)	13
Non-Teaching Staff (FTE)	10.9
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

To develop a whole school pedagogical approach based on evidence to achieve student growth.

It is our intent that parents are active partners in their children's learning.

Achievements

As a school community this year, we implemented the following to ensure parents were active partners in their child's learning.

The teachers recorded a welcome video introducing all the teachers in the team. These videos include the routines, expectations for students and parents, timetable, and important dates for Term One. These videos were made available to the school community in the first week.

Parents and students attended a meet and Greet Night in Term 1, focusing on getting to know the students and teachers.

Parents were informed about student learning via weekly newsletters, including photos, work samples and student learning accounts. They also received a curriculum overview at the beginning of each term with an outline of what would be covered in the curriculum for that term.

Parents were invited to participate in the weekly Whole School Prayer and Assembly, where students shared their learning and celebrated prayer. Students also received a Student of the Week award at these assemblies. Sporting, STEM, Mathematics and Writing awards were also included in the weekly assemblies.

Parents were invited to attend the celebration of Learning afternoons at the end of each term. Here, students had the opportunity to present their learning to their parents.

Parents received regular updates and communication of learning, and events were posted on Facebook & Instagram and shared in the newsletters.

The school continued to use the Audiri app to communicate with parents. The app allowed parents to be informed about all events and activities. Teachers would also email parents about upcoming events or excursions.

The school facilitated parent information sessions in the areas of numeracy, literacy, wellbeing and faith. These included sessions by Bully Zero and the Resilience Project. Our leaders and speech pathologists led a session on cognitive load and helped your child with literacy at home. Our mathematics leader trained parents to support their children by teaching Mathematics at home.

We provided a five session parent induction and training course so that parents could work in the learning spaces and attend incursions, SSV district sports and excursions. Many parents volunteered their time to support teachers. Also, as part of our Inquiry units, parents were invited to share their expertise.

Parents also joined us for events such as Book Week, Science Week, Cultural Day, 100 Days of Prep and Athletics Day and our Footstep Dance Concert.

Parents were involved in reporting at our Parent/Teacher/Student Conversations in Term Two. They had the opportunity to discuss their child's progress with the teacher, set goals for the following term for their child and view student work samples. Students also had the opportunity to discuss their learning and progress using the Assessment Waterfall process with their parents. Parents also received an online report with learning progression and achievement scores in Terms 2 and 4.

As a Faith community, we endeavoured to include parents in their child's faith journey. To strengthen the connection between the school community, faith and the parish:

Each Year level attended parish mass on Tuesday mornings during Terms 2, 3 and 4.

Whole school masses were celebrated for special feast days and school events, including St. Fidelis's Feast Day, Grandparents Day, and Ash Wednesday.

A different class led weekly Friday Whole School Prayer.

The St. Fidelis prayer was part of our Monday morning prayer assemblies led by our school leaders.

St. Fidelis Feast Day was celebrated with mass and school-based activities.

Faith workshops for parents and students making their First Reconciliation, Communion and Confirmation were facilitated by Maria Forde.

Students led prayer Services for ANZAC Day and Remembrance Day

ANZAC Day Prayer Service

Each year level led whole School Liturgies for Easter and Advent

Christmas carols and advent liturgies were held in the church.

The St. Fidelis Parent and Friend Community Group continued their role in fundraising and bringing the community together for social events.

Some of the events they held were:

Regular P & F meetings

Working Bees

Mother's Day breakfast

Father's Day breakfast
Christmas Carol and Christmas Market
Family Pizza and Pasta night
2 Hot Food Days each term
Raffles for many different occasions
Vinnies Winter Appeal
Icy pole Fridays
Fundraisers such as Bunning BBQ, casual clothes day, Crazy Camel Art competition, Hot Cross Bun and Tony's Pie drive

Parent Satisfaction

MACSIS parent survey results from 2023 indicate that the parents 67% overall school positive endorsement and are equal to the MACS average.

Families feel that the students Psychological and Physical safety whilst at school is positive, communication is clear and frequency is enough and the families perceptions of and engagement with the overall Catholic identity of the school is above the MACS Schools average. An area of improvement would be the degree to which families are partners with the school.

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.sfmorland.catholic.edu.au