



Melbourne Archdiocese  
**Catholic Schools**

# 2024

## Annual Report to the School Community



### **St Fidelis' School**

52 Saunders Street, MORELAND 3058

Principal: Manuela Watson

Web: [www.sfmoreland.catholic.edu.au](http://www.sfmoreland.catholic.edu.au)

Registration: 1265, E Number: E1116

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## Principal's Attestation

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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 2024 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 10 Mar 2025

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## About this report

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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](#).

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## Governing Authority Report

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Whether in classrooms or across communities, Melbourne Archdiocese Catholic Schools (MACS), took bold and ambitious steps this year to bring our MACS2030 Strategy: Forming Lives to Enrich the World, to life.

In 2024, MACS moved forward with purpose, transforming vision into action and progress into lasting impact. From aligning our teaching practices to enhancing our early years education, we took meaningful strides towards elevating learning experiences – and fostering excellence across our entire network.

In chartering our vision for 2030 and our pursuit of a world-leading Catholic education system, we made significant progress across the four strategic pillars beneath our Purpose and Vision.

Inspired by Faith, we advanced our multi-year program to lift the theological capabilities of all teachers to support the teaching of RE in MACS schools. Our bold ambition here is for all teachers to be accredited by 2026. We developed a new faith formation strategy and are in the process of developing resources to facilitate vastly improved formation for our teachers.

To continue developing our Flourishing Learners, we delivered our Vision for Instruction, leading the way in Victoria as the first education system of scale to unify teaching approaches across almost 300 schools to ensure every student benefits from high-impact, evidence-based teaching methods.

With nearly 100% of our educators engaged in professional learning programs to bring this vision to life, our approach is also resonating beyond our own system, providing a model for best practice that is informing educational discussions across the state.

The year also marked the establishment of MACS Early Years Education (MACSEYE) to bring Outside School Hours Care services to MACS schools and to establish early childhood education centres in new and existing MACS primary schools. MACSEYE is now providing OSHC services in 34 MACS schools, and is expanding to over 100 by the end of 2025. While change brings challenges, the progress MACSEYE has made in 2024 has been remarkable and we're confident it will have a profound impact on our communities.

Our principals and teachers continue to raise the bar across our schools and our work to support them as Enabled Leaders is ongoing. In the past year, we set to work re-imagining leadership and, in the process, strengthened our principal appointment process and introduced more flexible models of principalship.

We established a new MACS Code of Conduct that embodies our collective commitment to fostering a safe, respectful and nurturing culture across every school and office.

And lastly, but not least, we continue to find ways to strengthen our partnerships and create new and Enriched Communities that ultimately deliver an education that inspires young people to enrich the world with several new schools opening their doors in 2024. By adapting to shifting community needs, we are ensuring that high-quality MACS education remains accessible where it is needed most.

As we continue working towards our MACS2030 vision, we are deepening our understanding of what it means to be a truly connected Catholic education system – one where collaboration strengthens outcomes and a shared mission drives success.

Thank you to all our students, staff, families and community members for being part of our journey so far.

Yours sincerely,

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

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## Vision and Mission

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### **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.

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## School Overview

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At St Fidelis, our purpose is to provide outstanding Catholic education that meets the needs of today's learners. We are committed to creating engaging and flexible learning environments that support both personalized and collaborative learning preparing students to be lifelong learners in an ever changing world.

Our educational focus centers on excellence in literacy and numeracy, delivered through an inquiry-based learning model. We work closely with leading Inquiry Education Consultant Kath Murdoch to build the capacity of all learners within our community. In partnership with Sue Walsh, a respected educational consultant, we continue to embed a whole-school pedagogical model through tailored professional learning. Additionally, we collaborate regularly with MACS Religious Education consultants, supporting staff to engage deeply with the Pedagogy of Encounter. Our teaching framework promotes key learning assets self-manager, collaborator, researcher, thinker, and communicator ensuring that vital life skills are embedded across all areas of learning.

### **Flourishing Learners Initiative – 2024**

In 2024, we proudly joined the MACS Flourishing Learners Initiative, aligning our vision for teaching and learning with a commitment to excellence and holistic student growth. This initiative focuses on nurturing students academically, socially, and emotionally through dynamic and innovative teaching practices.

We have begun this journey with intentional professional learning, reflective teaching practices, and strategic planning. These steps ensure our instructional approach caters to the diverse needs of all learners and strengthens our commitment to high-quality education for every student.

### **A Proud History in Catholic Education**

St Fidelis Catholic Primary School has proudly served Catholic families in the Merri-bek area (formerly Moreland) for over 90 years. Located approximately 10 kilometres northwest of Melbourne's CBD, Merri-bek is a well-established residential suburb, easily accessible by public transport and close to the Tullamarine Freeway.

The school was officially opened on April 28, 1927, by Archbishop Daniel Mannix and originally led by the Sisters of Mercy, with Sr Mary Helena as the first principal. From its initial intake of 128 students, enrolments quickly grew to 350 within the first year.

In 1938, St Fidelis Church was opened, and Mass was moved from the school to the church. A second campus, Our Lady of Perpetual Succour opened in 1961 in Pascoe Vale but was

later sold in 2011. Senior students were then relocated to a newly constructed Senior Learning Area at the main campus, officially blessed by Archbishop Denis Hart.

### **Facilities and Learning Environments**

St Fidelis comprises two main buildings on Saunders Street and Hawthorn Street, with the administration office located in the Saunders Street building. There are 11 learning spaces, including:

- Visual Arts Room
- Stand alone STEM Innovation Learning Space integrated with a library
- LOTE (Italian) room
- Multipurpose Hall and Gymnasium

In 2021, the Junior Learning Building (Foundation to Year 4) underwent a \$1.95 million refurbishment through Victorian Government funding. This contemporary learning space features breakout areas, flexible seating, a wellbeing room, and indoor/outdoor integration creating a calm, comfortable, and inspiring environment.

### **Curriculum and Enrichment Programs**

As of 2024, our enrolment stood at 220 students, arranged into 11 class groups. We offer a rich, well-rounded curriculum based on the Victorian Curriculum, with weekly specialist programs from Foundation to Year 6 in:

- Physical Education
- Visual Arts
- STEM
- LOTE (Italian)
- Sustainability

Targeted intervention and extension programs in literacy and numeracy support differentiated learning. Our music program includes optional private instrumental lessons, available during or after school hours.

Through our membership in School Sport Victoria (SSV), students participate in local to state-level sporting events. In partnership with G.A.T.E.WAYS, we offer enrichment programs for gifted and highly able students. Neighboring schools are also invited to participate in these programs once per term.

In 2024, we introduced a Chess Club, offering students a fun and challenging way to develop critical thinking, problem-solving, and resilience.



## Learning Areas

Our school has three distinct learning areas:

- **Innovation Learning Area** – STEM, Visual Arts, Music, Italian, and Library
- **Junior Learning Area** – Seven classrooms, covering Foundation to Year 4
- **Senior Learning Area (SLA)** – Located above the gym and multipurpose hall, including three classrooms, a special projects center, library access, a 3D printing/technology hub, and staff facilities

Below the SLA is our **Multipurpose Hall and Gymnasium**, used for school and parish events, assemblies, concerts, information sessions, and community evenings. It also houses the **Out of School Hours Care Program**, managed by **THEIRCARE** a provider chosen through community consultation and evaluation in 2020.

## Outdoor Spaces and Playgrounds

St Fidelis is fortunate to have extensive outdoor play areas for an inner-city school:

- **Junior Playground** – Adventure play, sandpit, veggie gardens, games courts
- **Hawthorn Street Area** – Full-sized basketball court, senior playground, sandpit, bat tennis, volleyball
- **Benny Courts** – Synthetic turf courts for basketball, netball, soccer, plus a long jump pits\

These areas were refurbished between 2014–2021, creating safe and engaging spaces for active play.

## Staff and Community Partnerships

Our dedicated staff are committed to lifelong professional learning and work collaboratively to ensure the best outcomes for all students. In 2024, we welcomed two specialist staff in literacy and mathematics to further enhance these key areas.

Ongoing professional partnerships include:

- **Kath Murdoch** – Inquiry pedagogy, teacher coaching, classroom practice
- **Sue Walsh** – Development and implementation of a consistent pedagogical approach

**Our specialist teaching team covers** PE, Visual Arts, STEM, Italian, and Sustainability, working collaboratively with classroom teachers during inquiry-based learning.

We are supported by an **engaged parent community** through:

- Classroom help, excursions, and sporting events

- The School Advisory Council and Parents and Friends Association
- Multiple communication channels including our newsletter, Audiri App, social media, and our new website

### **Parish Connections and Religious Identity**

In November 2024, we farewelled Fr. Linh Tran and Fr. Tho Tran with gratitude for their service and welcomed Fr. Brendan Reed and Fr. Tien Tran to the parish. Together, they support the Brunswick Moreland Catholic Community, encompassing St Joseph's, St Ambrose, and Our Lady Help of Christians.

Our Religious Education Leader, in partnership with the Parish Priest and Principal, guides staff in planning sacramental programs and liturgical celebrations. We are deeply committed to nurturing students in the Catholic faith and helping them grow spiritually in a safe, respectful, and inclusive environment.

At St Fidelis Catholic Primary School, we are proud of our long-standing tradition, dynamic learning environment, and strong sense of community. We remain dedicated to catering to the individual needs of each learner, ensuring that every child feels safe, respected, and heard.

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## Principal's Report

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It is with great pride that I present the 2024 Annual Report to the Community. This report highlights the achievements, initiatives, and progress of St Fidelis School over the past year, in alignment with Australian Government accountability requirements and our school's commitment to excellence in Catholic education.

### **Strategic Intent 2021–2024**

Throughout the year, our efforts have been guided by the four key pillars of our Strategic Intent:

- Building a culture where every child's well-being is nurtured within the context of our Catholic faith and traditions.
- Promoting student voice and agency in a welcoming, dynamic, and diverse community.
- Using data effectively to improve student learning outcomes.
- Developing a distributed and instructional leadership model that fosters a high-performing, collaborative team.

### **School Review and Improvement**

In 2024, St Fidelis undertook its four-yearly formal School Review to assess compliance with Victorian Registration and Qualifications Authority (VRQA) standards and to evaluate teaching and learning practices under the Melbourne Archdiocese Catholic Schools (MACS) framework. The review confirmed that St Fidelis meets all registration requirements and commended the school for its commitment to continuous improvement. The executive summary highlighted the following strengths:

- A sustained focus on student voice, teacher development, and leadership growth
- Implementation of a whole-school pedagogical framework to enhance teaching and learning
- A strong Catholic identity embedded in prayer, liturgy, and religious education
- Effective use of data to improve engagement and differentiation
- Ongoing emphasis on literacy, numeracy, and STEM, with national recognition in STEM competitions
- High-quality professional development for staff focused on learning and well-being
- Strengthened student leadership opportunities fostering inclusion and belonging
- Enhanced community partnerships with families, local businesses, and early childhood services

### **Major Achievements and Initiatives in 2024**

#### **Faith Development and Social Justice**

- Weekly whole-school prayer led by students

- Active participation in Catholic Care's Bring a Can appeal, Project Compassion, and the St Vincent de Paul Winter Appeal
- Opportunities for students and families to engage in liturgies, sacraments, and celebrations of our patron saint, St Fidelis

### **Learning and Teaching**

- Focus on building staff capacity in data literacy in Literacy and Numeracy
- Implementation of a whole-school pedagogical model using the Waterfall Assessment Framework
- Integration of Inquiry Learning across the curriculum
- Strong NAPLAN results, with Year 3 and Year 5 students exceeding Australian averages in Reading, Writing, and Grammar
- Data-informed planning to deliver targeted, engaging instruction
- Embedding The Resilience Project to promote social-emotional learning and well-being
- Consistent and proactive approaches to behaviour management
- Expanded student leadership initiatives, enhancing agency and voice

### **STEM and Innovation**

- Official opening of the STEM Innovation Resource Centre, funded through parent and Friends initiatives and fundraisers
- Four students represented St Fidelis at the National Catholic STEM Finals in Brisbane
- Success in the STEM MAD competition, with one team reaching the National finals
- Hosting the inaugural First Lego League competition, with Year 6 students participating
- Welcoming international visitors from Japan to observe our STEM learning in action
- Term 4 STEM/Art Showcase celebrating student creativity, problem-solving, and innovation

### **Extracurricular and Enrichment Activities**

- A diverse range of excursions, incursions, interschool sports, and a Year 5/6 school camp
- Strong engagement in the school's music program, with 52 students performing at the Term 3 recital
- Whole-school participation in events such as Book Week, Science Week, Italian Day, and Maths Games Day
- Inquiry-linked incursions and excursions held each term to enrich student learning
- Special celebrations, including the Foundation students' 100 Days of School

### **Parent and Community Engagement**

- Online parent sessions for The Resilience Project, along with workshops in Numeracy and Literacy
- Strong participation in the Parent Helpers Program and Numeracy Mornings

- Community-building events such as the Fete, Family Fun Night, and fundraising initiatives
- Effective kindergarten-to-school transition programs to welcome new families
- Prospective Foundation students Storytime sessions to build early connections with the school in Term two and three

### **Staff Development and Leadership**

- Ongoing professional development in differentiated learning and inclusive practice
- Strengthening of instructional leadership and coaching across all levels
- Collaboration with MACS to align practices with the Vision for Instruction

### **Looking Ahead**

As we reflect on the successes of 2024, we turn our attention to implementing the key recommendations from our School Review and shaping our next four-year School Improvement Plan. Priority areas for 2025 and beyond include:

- Refining our learning and teaching framework for greater consistency and excellence incorporating MACS Strategic Plan Vision For Instruction
- Strengthening Religious Education through deeper understanding of Scripture and Catholic Social Teaching
- Consolidating and enhancing student well-being programs to ensure a safe, inclusive, and nurturing environment

### **Acknowledgements**

I would like to extend my sincere gratitude to:

**Fr Linh Pham and Fr Tran Tho**, for their spiritual guidance and deep involvement in school and parish life

**Deputy Principal Vira Pirrotta**, the leadership team, and curriculum leaders for their commitment to educational excellence

Our **dedicated staff**, whose passion and collaboration drive high-quality learning experiences

The **School Advisory Board and Chairperson**, for their expertise, advice, and ongoing support

Our **students and families**, for their engagement, enthusiasm, and contributions to the vibrant St Fidelis community

As we continue to reflect, seek feedback, and refine our practices, we remain committed to delivering a high standard of education and well-being for every student. I congratulate the St Fidelis community on the many achievements of 2024 and look forward to another year of growth, learning, and shared success in 2025.

Warm regards,

Manuela Watson

Principal

St Fidelis Catholic Primary School

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## Catholic Identity and Mission

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### Goals & Intended Outcomes

Goal:

To cultivate a vibrant learning community that, through meaningful dialogue and action, deepens understanding of the teachings and traditions of the Catholic Church.

Intended Outcomes:

In 2024, we will continue enhancing staff capacity both theologically and pedagogically to strengthen the ongoing connection between parish and school communities. This includes revisiting Horizons of Hope and reinforcing the school's Principles of Learning & Teaching.

### Achievements

In 2024, we remained committed to embedding the Social Justice Teachings of the Church and integrating them within the Whole School Inquiry process. We also continued working with our current Vision and Mission Statements, completing the mission statement and presenting it to both the school and wider community.

We maintained our focus on the Religious Education Curriculum, emphasizing a deeper understanding of the achievement standards and the scope and sequence framework to effectively track content delivery.

Our Religious Education Leader (REL) developed termly overviews that aligned the Religious Education curriculum with Inquiry units. Collaboration with Eloise Meyer Religious Education Consultant from MACS played a key role in recontextualizing scripture across the school. Thinking routines were implemented to enhance scriptural understanding, with key passages shared alongside term overviews at the beginning of each term.

The strong working relationship with Eloise Meyer continued throughout the year. She facilitated termly Professional Learning Team (PLT) meetings, supporting staff in their faith formation, deepening their knowledge of Scripture, and helping them apply their learning to the RE program. Additionally, Eloise participated in facilitated planning from P-6 each term and led whole-staff professional learning sessions twice per term.

Staff consistently used the RE scope and sequence tool to track and refine teaching and learning in their classrooms, ensuring a structured and meaningful approach to Religious Education.

### Value Added

The Sacrament of the Eucharist was celebrated on Saturday, August 3rd, with our Year 4 children and one Year 5 student receiving the Sacrament. This special occasion was presided over by Father Linh Pham and Father Tho Tran. In preparation, the students participated in a Eucharist retreat day facilitated by Annette Gasbarro (REL).

The Sacrament of Confirmation took place on Sunday, June 2nd, for our Year 6 students, celebrated by Bishop Terry Curtin, Father Linh, and Father Tran. To deepen their understanding and spiritual connection, all Year 6 students engaged in a Confirmation retreat day facilitated by Annette Gasbarro.

The Sacrament of Reconciliation was received by our Year 3 students and one Year 5 student on March 21st, with the celebration led by Father Linh Pham and Father Tho Tran. Leading up to this, the students participated in a Reconciliation retreat day facilitated by Annette Gasbarro.

Faith formation evenings were offered to parents and students in Years 3, 4, and 6 our Sacramental years. These sessions, focused on Reconciliation, Eucharist, and Confirmation, were conducted online via Zoom and were well attended. The sessions were facilitated by Maria Forde. Additionally, the Foundation Faith Evening was held for all new families at St. Fidelis for 2024, also facilitated by Maria Forde.

Prayer remains an integral part of our Catholic education. We gather every Monday morning as a whole school for prayer led by our student leaders. Each morning, students set up their prayer cloth and share personal prayers of the faithful, which they have written themselves. Whole School Prayer is celebrated every Friday morning, with each year level taking turns to plan and lead the prayer service. These gatherings include scripture readings, prayers of the faithful, liturgical singing, and reflections on RE learning. This initiative also allows parents to participate, fostering stronger connections within our learning community.

Our Religious Education Leader (REL), Annette Gasbarro, is allocated two days of release time to support staff in implementing the RE program. She also oversees the planning and coordination of sacraments, retreat days, whole-school reflection days, and school and class Masses.

Throughout the year, we continued reviewing and updating our Vision & Mission Statements while revisiting the Horizons of Hope framework and the school's Principles of Learning & Teaching. Staff participated in ongoing professional development in Religious Education, with a focus on:

Understanding Catholic Education in the 21st Century & Recontextualizing Scripture, facilitated by Eloise Meyer and Annette Gasbarro.



A whole-school closure day at the Mary MacKillop Centre, exploring the life and legacy of Mary MacKillop and the contributions of the Sisters of St. Joseph to our heritage, facilitated by Anna Barber.

Holy Week was commemorated through a re-enactment of key events, with each year level focusing on a different aspect of the Easter story:

Prep: Palm Sunday

Year 1/2: Holy Thursday

Year 3/4: Good Friday

Year 5/6: Easter Sunday

These re-enactments took place in the church, with the school community invited to attend.

As part of our Christmas celebrations, students participated in an Advent liturgy at St. Fidelis Church. Each year level prepared prayers, read Gospel stories, and sang Christmas carols to mark the season.

In 2024, every class attended Mass fortnightly. Students actively participated by writing prayers of the faithful, reading, singing liturgical songs, and assisting with offertory. Whole-school Masses were held at the end of each term, as well as for special occasions such as the start of the school year, Grandparents' Day, St. Fidelis Feast Day, All Souls' Day, and the end-of-year Mass. These celebrations encouraged parents and families to reconnect with our school community and engage in their children's faith journey.

Our Social Justice and Community leaders played an active role in charitable initiatives. They led the St. Vincent de Paul Winter Appeal, promoting it through the school newsletter and assemblies. They also spearheaded Project Compassion, successfully raising over \$800. Additionally, our Social Justice leaders participated in the CatholicCare Victoria Carry A Can campaign, collecting canned food for those in need across Melbourne. This commitment extended to the St. Vincent de Paul Christmas Hamper Appeal, where 15 hampers were distributed to families within the parish.

### Value Added

The MACSSIS **student data** reveals an overall increase in all areas of the Catholic Identity domain from the students' perspective since 2023. However, the prayer component remains below the MACS school average, which will be a focus for improvement in 2025.

The MACSSIS **family data** has remained consistent since 2023. Notably, we exceed the MACS average score, particularly in the area of "To what extent is respect for Catholic beliefs emphasised at your child's school?" With a score of 7.3, the data shows that 100% of families affirm that we uphold and respect Catholic beliefs.

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## Learning and Teaching

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### Goals & Intended Outcomes

#### Goal:

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

#### Intended Outcomes:

A comprehensive school data plan is in place, identifying, collecting, storing, accessing, analysing, and documenting various data sets.

A shared, contemporary pedagogical approach is developed, aligned with the school's vision and curriculum frameworks. Teachers build data literacy to cater to all students, using informed dialogue to guide their teaching.

Rigorous teaching practices ensure all students are supported through differentiation, targeted instruction, meaningful connections, and recognising each student's uniqueness.

Our learning and teaching are grounded in our Vision and Mission: St. Fidelis Catholic Primary School is dedicated to inspiring and empowering today's learners to be the voices that shape tomorrow.

### Achievements

Our approach to learning and teaching is firmly rooted in our Vision and Mission Statement. At St. Fidelis Catholic Primary School, we are dedicated to inspiring and empowering today's learners to become the voices that shape tomorrow.

In 2024, our teachers designed purposeful, authentic, and personalised learning experiences, fostering student voice and providing timely, explicit feedback to empower learners. Strong relationships with families were prioritised, and our learning spaces were cultivated as safe and inclusive environments. Data and assessment informed planning and differentiation, ensuring accessibility for all students.

Facilitated planning for Numeracy and Literacy continued on a fortnightly basis, complemented by Inquiry sessions with Kath and the learning leaders twice per term. These sessions incorporated data analysis and professional learning, with learning leaders collaborating with teams to set structured and purposeful agendas. Teachers worked collaboratively, leveraging data-driven strategies to support differentiated learning. Student work samples and assessment data were integral to every session, guiding targeted

instruction. Both formative and summative assessments played a key role in informing ongoing instruction.

In Literacy, the Literacy Leader worked closely with teachers to develop targeted teaching strategies. Regular consultation between the Learning Diversity Leader and the Literacy Leader ensured that student learning goals and data were effectively reviewed and addressed. Additional literacy support was provided, particularly for Foundation and Year 1 students, with a focus on reading and writing.

In Numeracy, the Mathematics Learning Leader led assessment data analysis during facilitated planning. Weekly support was provided for extension students across Years 1–6, and data was used to identify participants for the Australasian Problem Solving Mathematics Olympiad (APSMO). Additionally, teachers identified junior students at risk in mathematics, with senior students facilitating morning support sessions under the guidance of the Mathematics Leader.

Team Leaders, alongside Learning and Curriculum Leaders, supported teachers in developing clear learning intentions and success criteria, ensuring these were effectively integrated across all curriculum areas.

## ASSESSMENT AND REPORTING

Assessment data was consistently collected, tracked, and analysed throughout the year to inform teaching practices and guide future learning goals. For students not meeting expected achievement levels, the school implemented Personal Learning Plans and targeted programs, outlining clear educational goals and tailored support strategies.

In 2024, all Foundation students were assessed by speech pathologists to identify those requiring additional support in oral language and literacy development. To ensure consistent monitoring of student progress, moderation practices continued through the use of the Fountas and Pinnell Benchmark Assessment System (BAS), Literacy Learning Progressions, and the Victorian Curriculum.

Teachers utilised the SPA platform to analyse English and Mathematics data, while student progress in reading, writing, and mathematics from Foundation to Year 6 was tracked using Data Walls. A structured assessment schedule ensured that data collection and analysis occurred each term.

Reading progress was monitored using Fountas and Pinnell assessments, along with Progressive Assessment Testing (PAT) across all year levels. In Mathematics, school-wide implementation of Top Ten Maths assessments ensured consistency and enabled effective data comparisons.

A comprehensive Prep to Year 6 assessment spreadsheet was developed to centralise data recording and support data-driven discussions during facilitated planning sessions. Levelled PAT assessments in English and Mathematics continued to be used to track and measure student growth over time.

Professional Learning Meetings (PLM) played a vital role in analysing student achievement and enhancing teaching practices. PAT scale scores were reviewed to monitor individual growth, while Professional Learning Team (PLT) meetings provided targeted development in Reading and Writing instruction. Writing samples were moderated to ensure accuracy in semester reporting, and benchmarking remained a key focus in PLMs. Pre-and post-assessments in writing and mathematics guided planning for targeted instruction aligned with student needs.

Data triangulation was a priority to ensure accurate and comprehensive reporting of student progress to parents. A range of assessment tools including NAPLAN data, PAT results, running records, BAS records, English Online Interviews, Top Ten Maths assessments, and Maths Online Interviews were used collectively to track learning and growth. Reading and mathematics progress were closely monitored using the SPA program.

Parents were actively engaged in their child's learning journey through various opportunities such as Celebration of Learning afternoons, and student-parent-teacher learning conversations. These sessions allowed students to share their learning goals and showcase work samples. Parents received regular updates on their child's progress through curriculum overviews, written reports, learning conversations, and Parent Support Group (PSG) meetings.

## PROFESSIONAL LEARNING

Professional reading remained a key component of Professional Learning Team (PLT) meetings and facilitated planning, supporting ongoing professional growth and reflective practice.

In preparation for the implementation of the InitialLit phonics program in 2025, Foundation Team teachers undertook targeted training. Additionally, three staff members completed training in MiniLit Sage, an intervention program designed to support literacy development in Years One and Two, with implementation planned for 2025.

Whole-school professional development continued in partnership with Sue Walsh from Clarity Suite Learning, complemented by focused small-team sessions. These sessions explored key instructional practices, including the use of learning intentions, success criteria, peer and self-assessment, effective feedback, and goal setting.

The Learning and Teaching Leader played a vital role in mentoring staff through in-class modelling, observation, and feedback, helping to strengthen instructional practices. PLT

meetings prioritised data analysis and teacher development across key areas including Reading, Mathematics, Wellbeing, and Inquiry.

#### ACHIEVEMENTS IN LEARNING AND TEACHING

Teachers consistently displayed and documented Learning Intentions and Success Criteria to support student understanding and ownership of learning. Classroom walls and documentation were purposefully used as the "third teacher" to reinforce learning and promote student engagement.

Protocols for peer and self-assessment were embedded in classroom practice, empowering students to take an active role in their learning. The leadership team launched the Flourishing Learners and Vision for Instruction direction from MACS, with a school-wide focus on the Principles of Instruction and the use of Daily Review.

Teachers implemented Daily Reviews during English and Mathematics sessions to consolidate learning and build automaticity. In addition, daily small-group teaching was embedded into English and Mathematics blocks to provide targeted support and instruction. The Year One team extended the Daily Review approach to include spelling, handwriting, and reading.

The Origo Orche teaching resource was explored and incorporated into planning for mathematics instruction, supporting consistency and clarity in mathematical learning sequences. Teachers continued to make intentional links to the Capabilities, Literacy, and Numeracy across shared inquiries.

Learning programs were regularly adjusted to cater for all students' needs during reading, writing, and mathematics sessions, ensuring differentiated and inclusive teaching practices. Speech pathologists continued to work closely with teachers and students from Foundation to Year 4 to implement programs that supported oral language and literacy development. They also supported Foundation teachers in implementing Cued Articulation to strengthen phonics instruction.

School leaders developed a two-year Inquiry Map, outlining big concepts to ensure comprehensive coverage of curriculum areas and General Capabilities. Shared Inquiries maintained a strong emphasis on the Intercultural Capabilities and Ethical Understanding domains of the Victorian Curriculum. Inquiry and Discovery learning remained a priority, with a focus on developing students' learning assets.

STEM continued to be a major area of focus. Students participated in weekly STEM sessions facilitated by the STEM leader, with classroom teachers also engaging in these sessions for ongoing professional learning. Selected students extended their learning by participating in STEM MAD projects and showcases. Four student teams represented the school at the Regional STEM MAD Showcase hosted by Melbourne Archdiocese Catholic Schools (MACS), with one team receiving an award. One team was invited to attend the National

STEM MAD Showcase in Brisbane, where four students and two teachers represented the school.

St. Fidelis hosted the Lego League, welcoming participation from surrounding Catholic schools. A local STEM Network was also established and held at St. Fidelis, providing opportunities for collaboration among teachers from neighbouring schools.

Student work was proudly displayed at the MACS Catholic Education Week Art Show. Students continued to engage in a wide range of sporting activities, including SSV inter-school competitions, rugby clinics, and swimming and basketball programs.

Whole-school celebrations such as Book Week, Science Week, and Italian Day were enthusiastically celebrated. All year levels participated in Maths Games Day, working in teams of four to solve problems and engage in physical and strategic Maths challenges.

Each term, students participated in excursions or incursions aligned with their inquiry units to enhance real-world connections to learning. A highlight for Foundation students was the celebration of their first 100 Days of School, marking a key milestone in their educational journey.

## **Student Learning Outcomes**

### **YEAR 3 NAPLAN RESULTS**

#### **Reading**

The reading data is below the state's but at the national mean.

Boys perform similarly to girls in this area.

Not many are in the lower 10th percentile, but many students are sitting between the 25th and 50th Percentile.

#### **Writing**

above the state and national mean.

Girls exceeded the state mean, while the boys met the state mean.

#### **Spelling**

below the state mean as a cohort

boys are exceeding the state mean

#### **Numeracy**

below the state mean as a cohort  
boys exceed the state while girls are below this mean.

## **YEAR 5 NAPLAN RESULTS**

### **Reading**

We are exceeding the state mean  
Girls are exceeding the state mean by a large margin.  
We have no girls in the developing stage (lowest 10TH percentile)

### **Writing**

Both girls and boys are exceeding the state mean  
Girls put performing the boys

### **Spelling**

We are at state mean for spelling, with the girls outperforming the boys.

### **Numeracy**

We have outperformed the state, with the boys performing stronger than the girls.  
Grammar and punctuation

Exceeding statement with the girl outperforming the boys



<b>NAPLAN - Proportion of students meeting the proficient standards</b>			
<b>Domain</b>	<b>Year level</b>	<b>Mean Scale score</b>	<b>Proficient</b>
Grammar & Punctuation	Year 3	406	60%
	Year 5	510	77%
Numeracy	Year 3	411	77%
	Year 5	510	82%
Reading	Year 3	404	60%
	Year 5	521	85%
Spelling	Year 3	390	70%
	Year 5	499	79%
Writing	Year 3	431	90%
	Year 5	507	79%

\*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2024 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

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## Student Wellbeing

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### Goals & Intended Outcomes

**Goal:**

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

**Intended Outcomes:**

All students have a voice, choice, and ownership of their learning.

All students can identify their learning goals, use constructive feedback to track progress, and exercise agency in their learning journey.

All students feel a strong sense of inclusiveness and connection to the school community, built on respectful relationships.

All students view themselves as lifelong learners and understand the process of how we learn.

### Achievements

**Student Wellbeing and Mental Health - 2024 Achievements**

At St. Fidelis, we are committed to fostering a healthy, supportive, and secure environment for all students. Our focus is on building resilience, promoting positive mental health, and equipping students with strategies to reduce vulnerability and enhance coping skills. The core school values of Welcome and Respect are embedded throughout our curriculum and serve as a foundation for our teaching and learning practices.

A key strength of our school community is the positive relationships nurtured between students and staff. These relationships are grounded in mutual respect, shared responsibility, and trust. In 2024, we revisited the St. Fidelis Positive Behaviour Management Policy, reinforcing consistent routines, expectations, and behaviour across all settings. Our Agreed Ways framework continues to shape behaviour expectations both in classrooms and in the playground.

We proudly continued our partnership with The Resilience Project, embedding a structured, evidence-based wellbeing program across the school. This initiative supported our students' emotional and social development. Every Monday, all classes engaged with Resilience

Project lessons, setting a positive tone for the week and fostering gratitude and connectedness.

As part of our ongoing commitment to wellbeing, students in Years 3–6 completed a wellbeing survey, which provided valuable insights and guided targeted teaching. Notably, 2024 saw improvements in all survey domains, including school connectedness and positive relationships. These findings were shared with the school community and advisory board.

**The Resilience Project focused on:**

Gratitude – Recognising and appreciating the positives in life

Empathy – Understanding and sharing the feelings of others

Mindfulness – Being present and engaged in the moment

A key component of the program was emotional literacy, enabling students to understand and express emotions constructively. Each student maintained a personal journal to reflect on their learning journey and develop their resilience. Families were engaged through a Resilience Project Diary, offering tips and activities to support wellbeing at home.

Our school also benefited from the Mental Health in Primary Schools (MHiPS) initiative, with a dedicated MHiPS Leader participating in termly networks facilitated by the Murdoch Children's Research Institute. This strengthened our capacity to support every child's mental health in a proactive, inclusive way.

Cybersafety remained a priority. Through class lessons, partnerships with the eSafety Commission, local police, and Kids Helpline, students learned about digital citizenship, online safety, and responsible technology use. A parent workshop by a digital safety expert further supported families in guiding their children's online behaviour.

In 2024, we also embedded learning around national awareness events, including:

- Family Week
- Reconciliation Week
- Harmony Day
- National Walk to School Day
- Bullying No Way Week

These initiatives supported students' social and personal development, with continued use of Bullying No Way resources to build respectful relationships and social skills.

**Student Voice and Leadership – 2024 Achievements**

At St. Fidelis, we value student voice and empower students to be active participants in their school life. The Student Representative Council (SRC) composed of elected representatives

from Foundation to Year 6 met fortnightly with the Wellbeing Leader to share ideas, raise concerns, and shape school initiatives.

Through the SRC, students developed leadership skills, confidence, and a sense of responsibility. One notable achievement was student involvement in the planning of Lunchtime Clubs and Special Lunch Order Days, ensuring these initiatives aligned with student interests. SRC leaders also helped facilitate two lunch clubs each week.

Leadership was further promoted through roles such as:

- SRC Representatives
- Sports Captains
- Social Justice and Community Leaders

These students led school assemblies, presented awards, coordinated fundraising events, and contributed to school decisions through regular meetings with leadership.

We continued to celebrate student achievements each week at assembly with our Student of the Week awards. Students also led prayer and shared reflections from The Resilience Project, fostering a culture of recognition, gratitude, and community spirit.

### **Supporting Student Learning – 2024 Achievements**

St. Fidelis embraces a strength-based, inclusive approach to learning. We cater to students' academic, social, and emotional needs through a range of supports.

Education Support Officers worked closely with classroom teachers to provide tailored assistance. Parent Support Group (PSG) meetings were held each term to review and implement personalised learning plans for students with additional needs. The Wellbeing Leader and Learning Diversity Leader supported classroom staff in meeting PSG goals.

### **Our intervention programs included:**

- Speech therapy to enhance oral language and literacy
- Provisional psychologists providing social-emotional support
- External specialists, including occupational therapists and psychologists, working collaboratively with staff to meet individual student need

This team-based approach ensured that all students were supported to reach their full potential in a nurturing and responsive environment.

### **Value Added**

At St. Fidelis, we continue to provide meaningful opportunities that foster student leadership, wellbeing, and inclusive learning.

Students in Year 6 are encouraged to apply for a range of leadership roles, including School Captain, Vice-Captain, Sports Captains, Community Captains, Social Justice Captains, and Curriculum Captains. In addition, Student Representative Council (SRC) positions are available from Foundation to Year 6, giving students a voice across all year levels.

SRC leaders, in collaboration with the Wellbeing Leader, facilitate student-led lunchtime clubs twice a week. These clubs are designed based on student interest and feedback, promoting engagement and a sense of belonging.

The Learning Diversity and Wellbeing Leader works closely with staff, families, students, Allied Health agencies, and Melbourne Archdiocese Catholic Schools (MACS) to provide a holistic network of support. Our Leadership and Learning Leaders collaborate as a united team to ensure student wellbeing remains at the heart of all learning and development.

In 2024, St. Fidelis participated in the Mental Health in Primary Schools (MHiPS) initiative. A dedicated Mental Health and Wellbeing Leader was appointed, supported by a team that included the principal, deputy principal, and a classroom teacher. All team members received training through the Murdoch Children's Research Institute to implement the program effectively.

The Resilience Project's Wellbeing Survey provided valuable insights into the social and emotional needs of our students. Teachers analysed this data and responded with targeted strategies to enhance student wellbeing and support improved learning outcome

## **Student Satisfaction**

According to the 2024 MACSSIS Student Survey, St.Fidelis students reported higher-than-average results across most domains, including safety and engagement. While there was a noted decline in student voice compared to previous years, students expressed a strong understanding of expectations, felt safe, and demonstrated a general sense of school belonging.

Programs such as The Resilience Project, Whole School Agreed Ways, and our consistent approach to teaching and wellbeing likely contributed to these positive results.

Looking ahead, we aim to further enhance student voice and strengthen school belonging, ensuring every student feels heard, valued, and connected.

## **Student Attendance**

The school actively monitors student attendance and regularly reminds families through the newsletter that "It's Not OK to Be Away." Parents are expected to notify the school of their child's absence via phone or the Audiri student absence notification app.

For extended absences of more than two days without prior communication, a teacher, principal, or wellbeing leader will contact the family to gather further details and offer any necessary support.

The importance of regular and punctual attendance is emphasised during the enrolment process for new families and is also reflected in Semester One and Two student reports. St Fidelis follows the Attendance Guidelines closely, ensuring:

Immediate contact with parents/carers on the same day of an unexplained absence, wherever practical.

Reasonable efforts to determine the location and wellbeing of all absent students.

A request for parents/carers to provide a written explanation for any absence.

Average student attendance rate by year level

Year Level Percentages

Foundation - 82.6 %

Yr 1- 97%

Yr 2- 96.7 %

Yr 3- 96.9 %

Yr 4 -94.3 %

Yr 5 -96.5 %

Yr 6 -94.9 %

Average Student Attendance Rate by Year Level	
Y01	92.7
Y02	92.1
Y03	90.9
Y04	92.0
Y05	89.8
Y06	87.7
Overall average attendance	90.9

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## Leadership

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### Goals & Intended Outcomes

**Goal:**

To cultivate a whole-school culture that embodies an authentic learning community, where leadership and collaboration drive continuous improvement.

**Intended Outcome:**

To foster a collaborative environment where staff continually develop their expertise as educators, leading to enhanced student engagement and academic achievement.

### Achievements

Throughout the year, we remained dedicated to strengthening leadership, building teacher capacity, enhancing collaboration, and embedding clear processes to drive continuous school-wide improvement.

#### Key Leadership Initiatives & Successes

##### Enhancing School Reputation

Continued strategic marketing efforts, including Principal visits to local kindergartens and hosting kindergarten groups for STEM engagement activities. Participating kindergartens included Doris Blackburn, Brentwood, and Shirley Robertson

##### Strengthening Communication & Consistency

Prioritized clear and consistent communication across all levels of leadership and teaching.

Maintained the School Calendar as a vital tool for transparent communication, ensuring families and staff had clear visibility of upcoming events.

The Weekly Staff Bulletin, sent every Sunday evening by the Principal and leadership team, streamlined key messaging, keeping Professional Learning Team (PLT) meetings focused on collaboration and learning rather than administrative tasks.

##### Focused Planning & Leadership Development

Facilitated Level Planning continued, with Literacy and Numeracy Leaders working closely with teaching teams to ensure consistency and best practice across all year levels.

Regular Leadership Team Meetings aligned strategic decisions with the school's Annual Action Plan, ensuring a cohesive approach.

Expanded the Leadership Team to include the Principal, Deputy Principal, Religious Education & Well-being Leader, and Learning Diversity Leader, enhancing support for school-wide initiatives.

Ongoing leadership development supported by a dedicated consultant, fostering leadership growth through coaching strategies.

### **Commitment to Effective Leadership Practices**

Continued implementation of the GROWTH Coaching Model, providing structured coaching sessions for school leaders to enhance leadership effectiveness.

Strengthened accountability for the Assessment Waterfall Framework, led by expert consultant Sue Walsh, ensuring best assessment practices.

### **Community Engagement & Visibility**

Weekly Whole-School Prayer and Assemblies reinforced school values, recognized student achievements, and supported well-being initiatives.

Increased community engagement through the introduction of Instagram & Facebook, website enhancements, Open Days, school tours, and partnerships with a professional marketing company. These initiatives contributed to record-breaking Foundation enrolments for 2025.

The School Advisory Council remained actively involved, meeting twice per term to provide valuable guidance on school operations and improvement strategies.

### **Sustained Enrolment Growth**

Achieved a 25% increase in Foundation enrolments for the third consecutive year, reflecting the school's strong reputation and continuous growth.

### **Professional Learning & Teacher Development**

At St Fidelis, professional learning is a cornerstone of school improvement, ensuring that teaching practices remain current, evidence-based, and impactful. Aligned with the School Improvement Plan (SIP), our professional learning initiatives foster continuous teacher growth and excellence in education.

#### **Professional Learning Highlights:**

#### **Reflective Practice & Data-Driven Instruction**



Teachers engaged in professional reading and reflective discussions aligned with SIP priorities.

Weekly collaborative meetings with Literacy and Numeracy Leaders allowed teachers to analyze student data and refine instructional strategies.

Regular Professional Learning Team (PLT) meetings focused on key areas, including literacy, numeracy, technology integration, and Religious Education.

### **In-Class Coaching & Pedagogical Support**

Teachers participated in in-class coaching cycles, working alongside Literacy and Numeracy Leaders to enhance instructional practice.

Ongoing collaboration with Sue Walsh supported the continued refinement of the Assessment Waterfall Framework, ensuring a consistent and effective pedagogical approach across the school.

### **Religious Education & Faith Formation**

Professional Learning sessions with the School Religious Education Leader and MACS Religious Education Consultant helped staff deepen their understanding of Catholic education principles.

Through a strong commitment to leadership development, teacher growth, and strategic planning, St Fidelis fosters an environment where both staff and students thrive. Moving forward, we remain dedicated to innovation, collaboration, and excellence in education.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2024	
<p><b>EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING</b></p> <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.</p> <p>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> <ul style="list-style-type: none"> <li>• Teachers meet weekly with the literacy leader and numeracy leader to discuss student learning and data</li> <li>• Teachers engage in week meetings PLT after school with focus on literacy numeracy thinking, technology and Religious Education</li> <li>• Teachers work alongside in the classroom with the literacy &amp; numeracy leaders weekly, learning from each other.</li> <li>• Teachers work alongside in the classroom with the literacy &amp; numeracy leaders weekly, learning with and from each other.</li> <li>• Timetabled Professional Learning with School Religious Education leader and MACS Religious Consultant .</li> <li>• Continue to work alongside Sue Walsh to embed pedagogical model “The Assessment waterfall Framework”</li> <li>• Continue to work alongside with kath Murdoch to embed Inquiry understanding and practice at St Fidelis</li> <li>• Leaders engage in GROWTH cochin with external consultant once a term</li> <li>• First Aid-CPR/Anaphylaxis</li> <li>• Sarah Maclean -Cybersafety</li> <li>• ESO staff engaged in Speech Therapist on various modules</li> <li>• Two ESO staff completed their Education Certificate IV</li> </ul>	
Number of teachers who participated in PL in 2024	23
Average expenditure per teacher for PL	\$1000.00

## Teacher Satisfaction

### Teacher Satisfaction

According to the 2024 Melbourne Archdiocese Catholic Schools-School Improvement Survey (MACSSIS) overall school positive endorsement (teacher satisfaction) is currently at 83% which is 15% above the MACS average and an increase of 4% since 2023.

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

Teacher Qualifications	
Doctorate	0
Masters	4
Graduate	2
Graduate Certificate	1
Bachelor Degree	10
Advanced Diploma	6
No Qualifications Listed	4

Staff Composition	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	21
Teaching Staff (FTE)	19
Non-Teaching Staff (Headcount)	13
Non-Teaching Staff (FTE)	8.94
Indigenous Teaching Staff (Headcount)	0

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## Community Engagement

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### Goals & Intended Outcomes

**Goal:**

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

**Intended Outcome:**

Parents are active partners in their children's learning.

### Achievements

In 2024, St Fidelis School strengthened its commitment to fostering genuine partnerships with families, ensuring that parents were active participants in their child's learning journey. Key initiatives included:

- **Welcoming Communications:** At the beginning of the school year, classroom teachers created welcome videos to introduce themselves and their teaching teams. These videos outlined class routines, student and parent expectations, timetables, and key Term One dates. Additionally, all 2024 Foundation students received a personalised welcome letter from their teacher, helping families feel connected before the first day of school.
- **Meet and Greet Night:** Early in Term 1, parents and students attended a Meet and Greet evening, offering an informal opportunity to build relationships with teachers and better understand classroom environments.
- **Storytime and Kindergarten Connections:** During Terms 2 and 3, the school hosted weekly Storytime sessions for current and prospective families. These sessions gave young children and their parents/carers the chance to become familiar with the school environment. Local kindergartens were also invited to participate in teacher-led STEM sessions and engage in play-based exploration on campus.
- **Communication and Transparency:** Parents received regular communication about student learning via weekly newsletters, which featured photos, work samples, and student learning highlights. Each term began with a curriculum overview, outlining the key learning areas and focus points for the term.
- **Celebration of Learning:** Parents were invited to various school events that showcased student learning and achievement, including weekly Whole School Prayer and Assembly, where students shared their work and received awards across academic,

sporting, and specialist areas. Additionally, Celebration of Learning afternoons gave students the chance to present their work directly to their families.

- Digital Engagement: The school's use of Facebook, Instagram, the Audiri app, and email ensured consistent, timely communication about school events, excursions, and key messages.
- Parent Involvement in Learning Spaces: Parents were encouraged to volunteer in classrooms, attend excursions and sporting events, and support learning through structured induction and training sessions. Many parents also shared their expertise during Inquiry units, enriching the learning experience.
- Cyber Safety Education: An online workshop was offered to help parents understand Cyber Safety and support their children in navigating the online world safely.
- Community Events: Families were invited to participate in various whole-school events such as Walk Safely to School Day, Book Week, Cultural Day, 100 Days of Prep, Athletics Day, Weekly assembly and whole school prayer, all designed to strengthen the school-home partnership and celebrate student involvement.
- Student Reporting and Assessment: Parent/Teacher/Student Conversations were held in Term 2, providing a platform for parents to discuss their child's progress, view work samples, and set goals. Students also shared their learning using the Assessment Waterfall process. Academic progress and achievement were reported online in both Terms 2 and 4

### **Faith and Parish Connection**

St Fidelis continued to nurture its strong Catholic identity and connection to the parish through active family engagement:

- Year levels attended parish Mass on Tuesday mornings in Terms 2, 3, and 4.
- Whole school Masses were held for significant feast days and events, including St Fidelis' Feast Day, Ash Wednesday, and Grandparents Day.
- Weekly Whole School Prayer was led by different classes each Friday.
- School leaders led Monday morning prayer, including the St Fidelis School Prayer.
- Students led special prayer services for ANZAC Day and Remembrance Day.
- Year levels led Easter and Advent liturgies.
- Christmas Carols and Advent Liturgies were held in the parish church.
- Maria Forde facilitated faith workshops for parents and students preparing for Sacraments (First Reconciliation, Communion, and Confirmation).

### **Parent and Friends Community Group (P&F)**

The St Fidelis P&F group played a significant role in fostering community spirit and supporting school initiatives through a variety of events:

- Regular P&F meetings
- Working Bees to maintain school grounds

- Mother's Day and Father's Day breakfasts and stalls
- Christmas Carols picnic and Family Night at the Calabria Club
- Raffles and fundraising events, including the Loose Change Drive and Hot Cross Bun Drive
- Icy Pole Fridays and Hot Food Days (two per term)
- Support for the Vinnies Winter Appeal

These events not only raised funds but also brought the community together in joyful, inclusive ways.

## Parent Satisfaction

Data from the 2024 MACSIS Parent Survey highlights a significant increase in family engagement and satisfaction:

**Family Engagement:** Increased by 12% from 2023, reflecting stronger partnerships between school and home.

**School Fit:** Parents' perception of how well the school supports their child's developmental needs rose by 22%, reaching 86% positivity.

**Social and Learning Climate:** Increased by 16%, with 95% of parents responding positively.

**Communication:** Improvements in the timeliness, frequency, and quality of communication resulted in a 7% increase in satisfaction.

**Student Safety:** Perception of student physical and psychological safety rose from 72% in 2023 to 89% in 2024.

**Overall Endorsement:** The overall positive endorsement of St Fidelis increased by 11%, now at 78%.

These results affirm that St Fidelis is a nurturing, responsive, and high-performing school community. Parents are not only supportive of our mission but are also strong advocates for the school within the broader community.

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## Financial Performance

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The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at [www.acnc.gov.au](http://www.acnc.gov.au).

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