



St Fidelis' School

Moreland

2020

Annual Report to the School Community

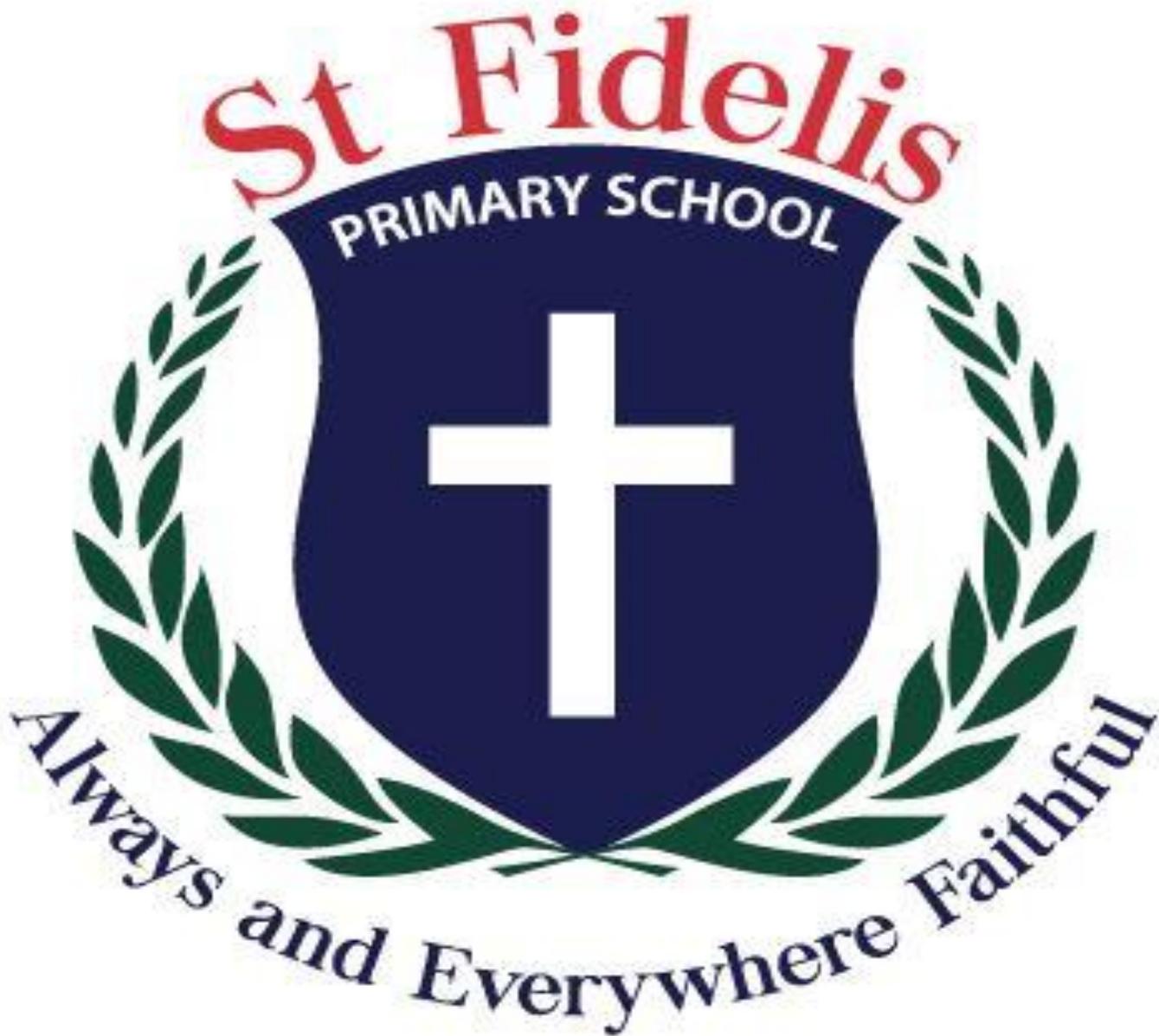


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Minimum Standards Attestation

I, Manuela Watson, attest that St Fidelis' School is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in *the Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2020 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 - Child Safe Standards, Managing Risk of Child Abuse in School.

30/04/2021

NOTE: The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au

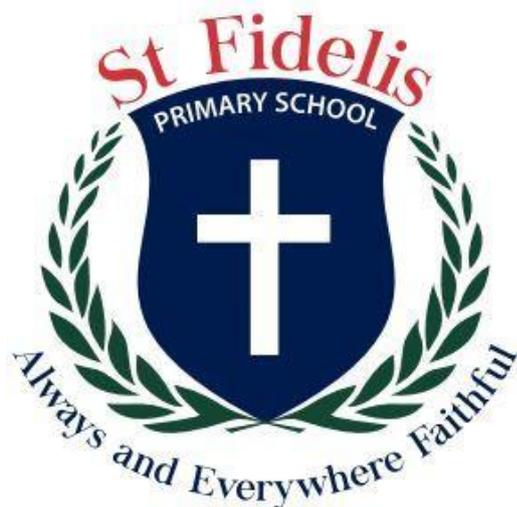
Our School Vision



VISION STATEMENT

"WE LOVE TO LEARN"

St Fidelis is about learning. Learning about who we are, our God and our world. Learning involves students, teachers, parents, Parish and our local community. We learn best when we are active, work with others and understand how we learn. Together we try new things, value others and reflect on what we have learnt. We share Jesus' and Fidelis' stories and act in ways that make them proud. "We are always and everywhere faithful."



MISSION STATEMENT

With Jesus as our model, we serve the community of St Fidelis by providing a quality education, which strengthens and develops learning and deepens our understanding of our Catholic faith, customs and traditions.

"We are always and everywhere faithful."

School Overview

School Overview

St Fidelis' Catholic School has a proud tradition of providing quality Catholic Education for over ninety years to Catholic families in the Moreland area. Moreland is located in the North-western suburbs approximately 10 kilometres 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 utilised by the school including Shore Reserve, Dunstan Reserve and Cross Keys Reserve.

St Fidelis' Catholic School, Moreland, was opened on April 28th, 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 Succour (located 2km 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 Succour 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 29th, 2011.

In 2020, St Fidelis had an enrolment of 228 students. Students are arranged in 10 class groups. The school offers a comprehensive curriculum, which is based on the Victorian Curriculum. Specialist programs are provided in Physical Education, Visual Arts, STEM and Italian.

The school offers targeted programs in Literacy and Maths to support classroom program through intervention and extension. Students are encouraged to participate in the music program with specialist teacher's available for private lessons for a range of instruments afterschool, also children can join the combined school choir who perform at various community events such as at the Local RSL on ANZAC and Remembrance Day ceremonies, local kindergartens and aged care facilities and parish events. WE are member of School Sport Victoria (SSV) which enables students to participate in sports from local, regional, to State level.

St Fidelis School and the parish are allocated on a site surrounded by beautiful trees nurturing 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/Italian and library resource space.

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

The Senior Learning Area, is located above the Multipurpose and Indoor Basketball Court. The Senior Learning Area (SLA) includes four classrooms, a special projects centre, Library resources, an art area, 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, concerts, Mothers and Father's Day Breakfasts, Information evenings, Parish and School family and pizza evenings, Trivia nights and

Art/STEM shows just to name a few. Our Out of School Hours Program use our Multipurpose Hall every morning and after school to care for the students whom 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.

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, approach to education; they value the importance of ongoing professional learning and willing to 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. Our specialist teachers work in the areas of Physical Education, Visual Arts, LOTE (Italian) and STEM (Science, Technology, Engineering and Mathematics).

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, interschool sport. The Parish Education Board, Parents and Friends Association are valued and actively supported. We use a variety of communication tools with parents such as a fortnightly newsletter, Skoolbag App, Facebook, Twitter and our newly established website to keep the community informed about current events

In August 2020, Father Cartwright our Parish Priest of 14 years was relocated to another Parish, and we welcomed two new Priests Father Linh Pham and Father Greg Bourke. The two Priests reside at St Fidelis Presbytery however, 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 Mission.

The Religious Education Coordinator, 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 Parish Education Board 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. We welcome THEIRCARE in 2021, and we look forward to a rewarding and enriching partnership.

St Fidelis' School encourages a community atmosphere and events such as Family Masses, Parents' Association functions and whole school celebration days 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

Principal's Report

St Fidelis' Vision statement speaks about learning. "Learning about who we are our God and our world. Learning involves students, teachers and parents.....Together we try new things, value others and reflect on what we learn...."

Having been Principal for only a year, I could clearly see this vision in action particularly in a year of a worldwide pandemic COVID-19. The crucial importance of parental engagement and partnership during this time and our wellbeing programs enabled the whole community to stay connected and support one another (physically, mentally, spiritually and academically). Despite the pandemic, I am able and proud to report on some amazing **achievements** by the whole community.

2020 presented some challenges but many highlights. Despite the pandemic, we continued implementing our **enrolment maximisation** strategic plan. Adjustments to our normal information days, school tours and transition days for our new foundation students were required to ensure we reached out to all prospective new families to St Fidelis. Webinars with some of our expert staff and consultants such as Kath Murdoch (Inquiry Consultant), Katie (Our speech Therapist) Rosanna (Our school psychologist) all provided prospective parents an insight into St Fidelis. Zoom calls and phone calls to prospective parents were some of the ways we connected with new families and their child.

In term four, we welcomed groups of five children for a transition day to meet their teacher and experience one day at school. These families were invited to join our Skoolbag communication app to join in our weekly Facebook Prayer, Whole School assembly and Fun Friday activity during the lockdown period. This was another strategy to connect prospective families and their child to our School. Despite the pandemic, St Fidelis saw an increase in enrolments by one third from the previous year.

End of first term we saw the completion of our new **STEM (Science Technology Engineering and Mathematics) Innovation and library space**. Although the students could not engage physically in this space until Term four we were proud to have engaged the students remotely in STEM opportunities. A group of students engaged with the STEM teacher over lock down in the Catholic Education Melbourne STEM MAD showcase and I am pleased to say we had two finalists and a winner at this showcase. An incredible effort by the teachers and students during remote learning.

During **Remote learning**, the students were given many online opportunities to ensure engagement with their learning such as:

- Daily sessions online with their whole class via google meets
- Daily small group sessions with their teacher and one on one when required
- Whole School Prayer and assembly via Facebook every Friday with an average viewing of 90 children and families,
- Whole School Fun Friday with themes chosen by the children ensured we stayed connected as a community,
- Online incursions by KIDS HELPLINE for all year levels to assist with wellbeing of all students,
- Online science incursions delivered by educators from Scienceworks,

- Michael Wagner (Children book Author) who shared with us many stories and writing ideas during book week online also.

COVID-19 certainly made us think of alternative ways to engage our students with in their learning.

Our **Visual Arts Program** continued to grow with an exhibition at ZART Art gallery in Kew of self-portrait by our Foundation students. We had the only Victorian student who win a colouring competition and a school banner for our school and a winner in the "Say No to Bullying" Interrelate anti bullying art competition. Despite remote learning, this did not stop our students from producing amazing art works. We are very proud of our children in engaging in all activities presented to them.

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 the COVID-19 pandemic we continued to engage via google meets with Kath to ensure we were providing learning opportunities that required the students to use inquiry skills during remote learning. Through an inquiry cycle: Tuning in, Finding Out, Sorting Out, Reflecting and Acting 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, a collaborator, self-manager, communicator and thinker.

Centrum Architects were the successful architects to begin the plans and drawings for the redevelopment and refurbishments of our new flexible, comfortable learning spaces. After numerous conversations and zoom meetings, the final drawings were advertised to the community and we are pleased to have engaged Raysett Builders to begin this project in January 2021. This refurbishment is long overdue and will bring St Fidelis learning spaces into the 21st century with flexible, comfortable areas for learning for all.

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. Fortunately, some of the COVID-19 restrictions were lifted by the end of the year allowing our Year 6 students to receive the sacrament of confirmation before they left St Fidelis. We are very thankful to Fr Linh and Fr Greg for their support with this. Our Year 2 students and Year 3 will receive the sacrament of Eucharist and Reconciliation in 2021.

In 2020, St Fidelis undertook a **School Review**. Conducted every four years, the review has two purposes - to ensure the school is meeting all the registration requirements of the Victorian Registration and Qualifications Authority (VRQA), and to review the school's learning processes for the Catholic Education Commission of Victoria (CECV). I am pleased to say that the review confirmed that the school is continuing to meet all registration requirements, and that are some strong practices in place to ensure quality learning. From the reviewer executive summary:

The review finds St Fidelis eager to develop progressive pedagogies and intent on developing active and independent learners working collaboratively and learning to be in a fast-changing world. Their vision 'We love to learn' and mission to focus on Jesus as their model, serve as a constant reminder as to the type of adults the school wants their students to become. Although the school did not achieve all of the four-year targets outlined in the 2017-2020 Annual Action Plans [AAPs], progress is evident in all spheres. The appointment of a new Principal in 2019 and a leadership restructure in 2021 lends itself to a new era.

CEMSIS 2019 staff data and parent feedback survey 2020 indicates the leadership team has earned the respect of staff and parents who trust them to lead the school with a clear sense of direction.

At the end of the review process, the reviewer prepares an interim report which is discussed with school leadership. From the discussion, the school, assisted by advice from CEM school advisers and the reviewer, arrive at what will be the focus for the school for the next four years. The final report included the following:

As St Fidelis engages in the process of strategic thinking and planning, culminating in the development of its SIP for the next four years, the **reviewer recommends that the school:**

- **Develops a culture that values and promotes student agency and voice**
 - Seek to understand how students see themselves as learners and the school environment for learning.
 - Assist students to develop learning goals based on deep understanding of standards, progression of learning and learning assets.
 - Develop shared understanding of student agency and student voice and how it is enacted for the benefit of students.
- **Progresses contemporary pedagogies**
 - Develop a data plan so that data is analysed and used effectively to differentiate student needs.
 - Focus on differentiated learning that fosters students to be active independent learners.
 - Consider how refurbished spaces invite different kinds of contemporary pedagogies.
 - Employ digital technologies purposefully to engage students [behaviourally, affectively and cognitively]
 - Identify research or a framework that will shape and support a cohesive direction for the school.
- **Advances a distributed, instructional model of leadership**
 - Consider training for and by middle leaders to achieve improved teacher practice working alongside teachers in the classrooms.
 - Plan for and support collegial teams to improve their practices.
 - Ensure leaders use evidence-based high impact teaching strategies that are defined, enacted and evaluated regularly and ensure effectiveness is measured by improved student outcomes.

With this in mind the school has begun to work on its School Improvement Plan (SIP) and Annual Action Plan (AAP). CEM advisers will continue to provide support not only during the development of the Framework and Plan, but also as the school moves to implementation.

In August, we saw **Father David Cartwright** relocated to a Parish in Brighton. I want to thank him for his leadership, dedication and a hardworking faith leader. We were very fortunate to have had Father Cartwright for 14 years and we wish him well in Brighton. I take this opportunity to welcome two new priests Fr Linh Pham and Fr Greg Bourke and we wish them all the best during their time at St Fidelis as we continue our close relationship between the parish and the school community.

Thank you to the parents for supporting your children with their education during such a difficult year. The children have come back to school eager to be with their friends and in a learning environment. Congratulations to all St Fidelis School community for an outstanding 2020 and I look forward to continuing the partnership in discovering the opportunities and possibilities are ahead.

Manuela Watson

School Education Board Report

In 2020, the St Fidelis Board (the Board) supported the school to nurture a culture of welcome and hospitality that permeates the school. Outlined below are some of the schools key achievements that the Board supported in 2020:

- Redesigned website, other digital applications, and enrolment processes - These enhancements have created transparent portals for the community to consider St Fidelis as a school of choice. They have also supported parents to stay informed whilst creating time efficiencies for staff to focus on the core business of student learning. To support the regard and reputation of the school, a survey of parents conducted in 2020 indicated that an average of eight out of ten as to whether current parents would recommend the school to friends and family.
- Remote learning - Led to a shift in the significance of parents as partners with significant gains being made in engaging parents in their child's learning.
- New before and after school care partner organisation - The Board led a market analysis, procurement process, and appointment of a new before and after school care partner organisation. This has improved the engagement and after hours care of students at St Fidelis.
- School building upgrade - The Board has supported the \$1,935,000.00 million (GST exclusive) building refurbishment project by providing expertise and guidance to ensure the investment brings maximum value to the school. This included ensuring the refurbishment of learning spaces will support the use of powerful, contemporary pedagogies, and the use of digital technology.

The above examples demonstrate how the Board has engendered parent/family involvement as strategic school leadership practice, and how the school has worked effectively with external stakeholders to improve children's outcomes, and develop the school's social capital.

Highly effective schools lead for learning with clear moral purpose: for all students to learn successfully and improve and transform their learning and well-being. Leadership for learning is central to the role of such schools. In unison what highly effective schools do, St Fidelis' new School Improvement Plan sets ambitious, yet achievable goals with the leadership team focused on driving an improvement agenda that builds confidence, key capabilities, and professional knowledge of school leaders and teachers to effectively lead:

- schoolwide improvement in student learning outcomes
- excellence and improvement in teacher learning and practice
- Collective efficacy for school wide improvement.
- Refresh the Vision of and for the school
- make sense of the world and their lives within a faith community

In 2021 and beyond, the Board welcomes the opportunity to play a critical role in supporting all learners at St Fidelis to thrive (school leaders, teachers, and students).

Education in Faith

Goals & Intended Outcomes

GOAL:

To build a learning community that through dialogue and action brings meaning to the teachings and tradition of the Catholic Church.

KEY IMPROVEMENT STRATEGY:

Continue to strengthen staff capacity theologically and pedagogically to further develop and make new connections between the parish and school communities

Achievements

Our focus in 2020 was to continue to embed the Social Justice Teachings of the church and where appropriate connect with the Whole School Inquiry concepts.

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

(COVID 19 hindered this progress)

Established a positive working relationship with the regional Religious Education Learning consultant [REL] Matthew Navaretti who in dialogue with staff has been working towards faith formation of staff deepening their knowledge of Scripture and assisting them to apply their learning in delivering the RE program.

Regular professional learning about the CEM Teacher Dialogue Tool and thinking routines were used to assist in employing a dialogic approach for use in the classroom.

A F-6 RE scope and sequence has been used to guide staff in decision-making about content to be taught in the classroom.

VALUE ADDED

The celebration of the Sacrament Confirmation took place in December due to COVID-19. This was celebrated by the parish priest. No other sacraments were able to be celebrated this year.

The Whole School Prayer was celebrated every Friday morning. Each Grade had an opportunity to plan and conduct this celebration. During the lock down in Terms 2 and 3 this weekly prayer was conducted through the online platform of Face Book. Families logged in, viewed and participated in the prayer while in their own homes.

Catholic social justice teachings and actions were continued even though impacted by COVID-19. Project Compassion and the concept of gratitude were focused on during lock down.

The parent community continued to be supportive and were actively involved in the life of the school.

The school review at the end of 2020 provided an opportunity for leaders and staff to consider the role and time allocation for the position of Religious Education leader. This role has been filled by Mark MacGregor for the year 2021.

Learning & Teaching

Goals & Intended Outcomes

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

KEY IMPROVEMENT STRATEGY:

Further, develop and embed whole school understandings and approaches to personalised learning and build teacher capacity to differentiate teaching and learning based on the rigorous and consistent use of students data.

Achievements

St Fidelis School has a very high standard in both literacy and numeracy and our results show that we are consistently maintaining this high standard. There is a range of assessment data collected throughout the year to support the Learning and teaching cycle. This data is collated, tracked, discussed and used to set future learning goals for students learning.

Where a students' is not achieving at expected levels the school has in place Personal learning Plans and programs that outlines the educational goals for that student and the strategies that will be put in place to support the students' learning program.

Our achievements include:

Professional learning and capacity in the knowledge and differentiating the curriculum is ongoing.

Facilitated planning with Numeracy and Literacy Leaders

Professional learning in PHONICS in CONTEXT for Junior school staff members

Remote Learning - moving to an online platform.- Setting up of Google Classroom.

Communication with parents, teachers and students.

Students and staff increased their confidence and competence with using digital tools.

Whole class and small group daily meets through Google Community

Teams planned collaboratively to deliver online learning.

Whole school assemble continued via Face book Live

Specialist programs continued to operate through online learning.

Speech Pathologist was employed to work with students and teachers.

St Fidelis was amongst several competing schools and won a special mention in the STEM showcase.

The use of a multimedia platform for excellence in teaching.

All students benchmarked with Levelled Literacy Intervention assessment kit

Parent engagement through online learning increased.

Moderating process in writing

Facilitated planning for the differentiation of learning task in numeracy and literacy
Analysis of Literacy Learning Intervention & Fountas, and Pinnell Benchmarking
Planning with education consultant Kath Murdoch planning Inquiry.

The transition back to on site learning was a smooth process for students, teachers and parents.
Differentiation of students groupings through the use of data.

Some important information remote learning was in place Term 2 and 3.

STUDENT LEARNING OUTCOMES

LITERACY PAT R

- 74% of students are operating at or above the expected level
- 26% are operating one year below.

NUMERACY PAT M

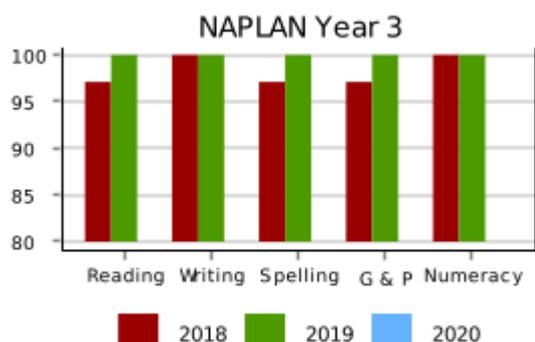
- 76% of students are operating at or above expected level.
- 24% are operating at one year below

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 03 Grammar & Punctuation	97.1	100.0	2.9		
YR 03 Numeracy	100.0	100.0	0.0		
YR 03 Reading	97.1	100.0	2.9		
YR 03 Spelling	97.1	100.0	2.9		
YR 03 Writing	100.0	100.0	0.0		
YR 05 Grammar & Punctuation	97.3	97.6	0.3		
YR 05 Numeracy	97.4	97.5	0.1		
YR 05 Reading	91.9	100.0	8.1		
YR 05 Spelling	97.3	95.1	-2.2		
YR 05 Writing	97.2	100.0	2.8		

* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

** Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

*** No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



Student Wellbeing

Goals & Intended Outcomes

GOALS

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

Achievements

We continued beginning each term with developing and implementing the Learning Assets drawing our attention to the social and emotional learning for our students.

The Learning assets provided opportunities for students and staff to engage in Positive Behaviour Management structures, set up school routines through wondering how we can be successful learners, better friends, and reach our full potential.

During these weeks, we focussed on developing our awareness and understanding of self and others. Students reflected on ways they could enhance their personal learning and that of their peers in the classroom and yard. Throughout the year, students developed their confidence and resilience skills and the importance of developing a positive mindset linking in with whole school inquiries each term. Personal goal setting also helped students consider their strengths and challenges and plan for effective learning..

In accordance with Ministerial Order No 870, and CEVN, our school continued to work on updating our policies and procedures in order to promote the best standards in child safety. Children were taught safety lessons to promote and nurture their safety in all areas. Our school procedures are embedded into our routines and reflect our continued concern and desire to protect and nurture all children. All staff continued to be updated on protocols and reviewed our safety procedures as necessary. In 2020, the school reviewed its Bullying prevention Policy ensuring that all stakeholders were involved in its development and implementation. The Parish Education Board endorsed the policy and the school and the students are finding many ways to communicate the messages through newsletter, and assemblies.

Students with additional needs or at risk are identified and tracked. Intervention programs are devised and monitored to support students' individual needs. CEM Student support services are accessed where necessary and communication with other external agencies is welcomed. We continued to develop our Personal Learning Plans, in line with those recommended by Catholic Education Melbourne, to further monitor and support students with special needs to achieve. We continued to develop our procedures and recording of adjustments to facilitate the NCCD (Nationally Consistent Collection of Data) to provide funding for our most vulnerable students.

The "Buddy Bus Stop" continues to be a popular support - with a large number of Students from grades 3, 4, 5 and 6 volunteering to work at the Buddy Bus Stop to support younger students in the yard by playing games or helping them find a friend.

The school continues a Whole School discipline policy using a Positive Behaviour Management approach. We reviewed our school rules and re-branded them as Agreed Ways. These are simplified to 6 explicitly taught agreed ways. They have become part of our school culture through the star charts for each student to acknowledge and reward positive behaviour.

The school continues a Whole School discipline policy using a Positive Behaviour Management approach. We reviewed our school rules and re-branded them as Agreed Ways. These are simplified to 6 explicitly taught agreed ways. They have become part of our school culture through the star charts for each student to acknowledge and reward positive behaviour.

Leadership opportunities are provided for students through a variety of programs and structures. School assemblies are structured to promote student involvement and leadership. Classes from Years 3-6 have Social Justice Leaders, who help to coordinate and prepare Social Justice activities and fund-raisers for the school. The staff have also continued their commitment to Social Justice through their own committee to help steer and drive Social Justice in our school.

VALUE ADDED

Recognition of positive behaviours and achievements through class awards, student nominations at lunch assembly and school assembly, and the publication of these students' names in the school newsletter

Participation in Walk to School and ride to school months

School Counsellor employed two days a week to work with students and families

Range of lunchtime activities including Lego, and construction inside the library area

Buddies Program from Foundation to Year Six

Regular PSG's for students with specific needs

Ongoing involvement in the annual 'Say No to Bullying' day of action

Designated Student Wellbeing section in the weekly school newsletter

Transition Program for students commencing Foundation and Secondary School.

Educational Consultant to assist with the assessment, monitoring and planning of the individual needs of student

Remote Learning - Special timetables were put in place for students with additional needs with ongoing assessment provided by well-being leader and literacy and numeracy leader.

STUDENT SATISFACTION

Students found Remote Learning due to the reduction of peer distraction and they were able to do their learning at their own pace.

During remote learning students were offered individual times with the teacher and students stated they felt they had more time to spend on learning with the individualised program.

The feedback from parents during remote learning, indicated that parents had a better understanding of their child's learning needs. Parents witnessed - this has transferred to 2021 during PSG meetings .

The communication was stronger between families and the school community during remote learning. Parents comment on the diverse range of learning opportunities available to their child.

STUDENT ATTENDANCE

Parents are expected to contact the school by 9.30am if their child is absent for the day. We contact parents/guardians about unexplained absences on the same day, as soon as practicable. Student attendance is monitored and recorded twice daily. Parents are contacted via email for any unexplained absences following the morning roll. When a student is absent from school on a regular basis a PSG meeting is organized with the Principal, Student Wellbeing Leader and the student's parents, in order to discuss and work through the situation, so as a positive outcome is reached for all.

All absenteeism must be accompanied by written communication, note or via Skoolbag application communication tool explaining the reason for non-attendance. Long term illness or periods of absenteeism, including holidays, are directed to the Principal through written communication.

During COVID attendance was mandatory and teachers reported absences.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y01	97.1%
Y02	95.5%
Y03	98.4%
Y04	97.9%
Y05	96.7%
Y06	95.8%
Overall average attendance	96.9%

Child Safe Standards

Goals & Intended Outcomes

GOALS AND INTENDED OUTCOMES:

St Fidelis School continues to hold the care, safety and wellbeing of students as a central and fundamental responsibility of our school. Our commitment is drawn from an inherent belief in the teaching and the mission of the Gospel.

ST Fidelis Primary School acknowledges that creating a child safe environment is a dynamic process that involves active participation and a shared responsibility from all within the school community.

Achievements

Throughout the year, our school has sought to continue to embed its child safety strategies through the ongoing review and implementation of policies and practices. Professional boundaries have been reinforced with all staff members and volunteers, as has obligations regarding the protection and reporting of allegations or disclosures of abuse.

Achievements

Policies & Procedures

In accordance with Ministerial Order 870 and CEVN, St Fidelis Primary School has continued to review and update where required its comprehensive suite of Child Safety policies & procedural documents:

These have included:

- Reviewing our 'Altar Server Protection' Policy and Procedures
- Reviewing the Child Safety Standards Risk Register
- Child Safety Standards remains an agenda item at School Board meetings where the school's child safety strategy, risk management processes and their effectiveness are reviewed.
- All teaching & non-teaching staff members participate in annual Child Safety Standards 'refresher training' and are required to read and sign the school's Child Safety Code of Conduct annually.
- Staff members have completed the Victorian Department of Education and Training on-line Mandatory Reporting module.
- Volunteers are provided with briefings on acceptable behaviours and are required to read and sign the school's Child Safety Code of Conduct.
- St Fidelis Primary School continues to promote student empowerment. Students are encouraged to have a voice, and this is critical in ensuring their well-being and safety. Education about healthy and respectful relationships and the development of resilience has continued through the continued application and participation in such programs as 'You Can

Do It, Daniel Morecombe, Alannah & Madeleine Foundation, Kids Matter & eSmart'. Through such programs, the students have been encouraged to engage in conversations about their welfare and safety.

- Our school procedures are embedded into our routines and reflect our continued concern and desire to protect and nurture all children.
- Child safety risk management procedures are discussed during P 7 F meetings and made effective during Parents & Friends' organised events
-

Informing & Engaging School Community

St Fidelis Primary School continues to actively engage the school community in all aspects of Child Safety.

- The Child Safety Standards, the school's Code of Conduct and its expectations of those who intend to participate in 'Child Connected Work' are continued to be communicated to new members of the school community at enrolment, with ongoing briefings facilitated via parent information sessions, the school newsletter and website.
- A review of all Child Safety Standard documents takes place each year in consultation with the school board to ensure that they remain relevant.

Human Resource Practices

St Fidelis Primary School continues to implement Human Resource practices to ensure the suitability of any staff member or volunteer permitted to participate in 'Child Connected Works'.

To achieve this the school implements rigorous screening processes which have a child safety focus and include:

- Position advertisements
- Position descriptions
- Referee Checks
- Key Performance Indicators have a Child Safety focus
- Victorian Institute of Teaching Registration (VIT)
- Working With Children Checks & National Criminal Record Checks
- Screening of Casual Relief Teachers, Contractors and Volunteers.

St Fidelis Primary School remains committed to ensuring the well-being and safety of all students under its care by actively implementing, reviewing and improving its child safety strategy.

Leadership & Management

Goals & Intended Outcomes

GOAL:

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

INTENDED OUTCOME;

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

Achievements

During this unprecedented year of a world pandemic COVID-19 building leader and teacher capacity collaboration and Professional Learning continued to be a major focus of the leadership and Management sphere in 2020.

Employment of an experienced Numeracy leader Literacy and learning and teaching leader played a huge part in the strategic intent of the school in building a Professional learning Community. Structures such as professional learning teams, facilitated planning, professional learning team meetings enhanced and encouraged collaboration between the staff.

During COVID-19 period the leadership members led by example and were ongoing participants in any opportunities for new learning. They motivated and buoyed morale. They were conscious of the stresses and strains on families and staff and involved themselves in aspects of supporting teachers and the students. Responses from parents in school-based 2020 survey identified common-sense and compassion' prevailing through this time.

2020 we continue to raise the profile of the school in the community. The introduction and Face book, revised website, engagement with marketing company have all contributed to raising the profile of St Fidelis Primary School.

The Parish Education Board members are recognised for the varied skill sets they bring to the board and their multiple perspective assist the school with our endeavours for improvement. The Parish Board were major drivers in assisting with recruiting a new Our of School care provider that met the needs of our community. To strengthen communication between the parish and the education board one parishioner sits on both boards.

The development of the new STEM innovation space and library refurbishment did not come to fruition [remote learning having limited its use in 2020]; until term four of 2020. Upon the return of the students they were excited to enter this new STEM space and as were the community members.

The construction of a new building, part of progressing the Master Plan started end of Term 4. The purpose of new refurbishments of the Junior Learning Areas is to create a contemporary Catholic learning environment focused on improved student outcomes.

Succession training of middle leaders to facilitate planning at the local level and the investment of external consultants continue and the ongoing formation of key leaders will be important in leading and guiding the community in the coming years. Their role as instructional leaders will be to build the capacity of teachers to deliver high-quality pedagogy through focused in-school

professional learning. Staff are confident in their ability to improve their practices and teams are well-placed to use collegial approaches to accomplish their goals.

In 2020, the school undertook a four yearly review, The recommendations are found in the "Future Directions" of this document

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2020

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

- Teachers are engaged in professional reading linked to SIP followed by discussion and reflection
- Teachers meet weekly with the literacy leader and numeracy leader to discuss student learning
- Teachers engage in week meetings PLT after school with focus on literacy numeracy thinking, technology
- Teachers work alongside in the classroom with the literacy & numeracy leaders weekly, learning from each other.
- Teachers have engaged with a Religious Educational consultant (MACS)via google meets to continue learning about scripture
- In 2020 teachers engaged in professional learning with Kath Murdoch Inquiry consultant online
- Engaging with authors during book week and kids helpline
- Teachers engaged with Science works educators online to assist with developing understanding of STEM
- Teachers supported one another with remote learning, ways to engage students and parents on a digital platform
- Anaphylaxis training and CPR
- Bully zero student workshops
- Bully zero parent workshops
- Mandatory reporting

Number of teachers who participated in PL in 2020	23
Average expenditure per teacher for PL	\$0

TEACHER SATISFACTION

Teachers were asked to reflect on their experience of Remote learning answering the following questions; Here are some of the responses

Benefits for learners

Where have we seen our children showing their strengths as learners? What has worked well for them? What has (positively) surprised us? What evidence have we seen or heard of the skills and dispositions needed for powerful inquiry? What were some moments of joy and inspiration provided by our learners? What have we learned about our kids?

Teachers Responses

- Independence
- Self-managers
- Responsible for their learning- took feedback and used it more
- Technology enhanced learning - collaboration, communication, videos of the children's learning, videos of teachers to enhance independence.
- Kids shared their knowledge and helped their peers
- Independence and ownership- self directed learning.
to organise their own day
- My feedback has changed- flexibility of grouping students. Checking in with students first- doing a check in first

Benefits for us as teachers

What did we notice about this time that positively strengthened and improved our work? What did we do or experience differently that had a positive impact? What did we stop doing or do less of that was beneficial? Of the 10 inquiry teaching practices, which ones did we harness?

What did we DO better as teachers? How did we STRENGTHEN our pedagogy?

- Relationships, differentiation, affirmation, listening, clear instruction, talking less and thinking out loud.
- Timely feedback, succinct instruction, listening, one on one teaching, recapping prior learning, using videos for instructions, differentiating according to needs, communicate building relationships

- Reflect, flexibility to change, listen, try something different, collaboration between staff and children.
- Giving kids time to continue working on the one task (Can we be more flexible with the curriculum???)

Collaborating with parents and students.

Listening

Ownership of the task

Teaching at the point of need

Continuous check ins

- Self-reflected, listened, positive feedback, built relationships (connected with our students), collaborated with parents, mini video

Benefits for us as learners

What did we notice about ourselves as learners during this time? We were all forced into being inquirers!! What did we do that helped us inquire successfully? How did we grow? What did it teach us about inquiry?

Finding people with experience and expertise to talk to at the point of need can be the most effective form of research.

Inquiry is more powerful when it is driven by a real need or a problem.

Even though the journey is your own - its powerful when you feel others are exploring the same thing

A good inquirer is a risk taker - trial and error.

Inquiry needs to be authentic.

To be independent and take risks, find out , sort through information for what is relevant, worthwhile and purposeful. Its ok to not know

To be flexible and use trial and error as a method of learning.

Needs to deliver succinct instruction; be flexible; problem solve; give things a go; use videos for instruction

Talking with people who could support me when faced with a problem

Not being afraid to make mistakes but to keep on having a go through trial and error

Some Year 5/6 Remote Learning Reflections.

Home learning was a struggle to stay on task and organised at first but now I am getting better at both those things. I am getting used to doing my work at home and now Home Learning is getting much easier. It is also a relief to know that I can email the teachers if I need any help or assistance with my work at anytime. By Will

My first three days of online learning have been difficult for me, as it would have been for everybody at St. Fidelis Primary School. I have experienced many positives and some

challenges. Some of the positives have been that I get to work at my own pace and my I.T. skills are improving each day through using a computer to do most of my work. Another benefit of learning from home is that I am able to see all of the work my parents do on a daily basis. However there have been some challenges that I have experienced and that I am sure many other students have as well, for example, not being able to see my classmates and teachers to ask them questions or speak to them. It is important that we all remain optimistic and I can't wait to be able to and be able to go back to school. I wish everyone and their families well during these challenging times and remember, we are all in this together.

By Anthony

Remote learning has been a big change! I was nervous about how it would work and it feels a bit strange but I remind myself it's only for a short period of time. I know I will feel better with things over the coming weeks as I get used to it. Remote learning does allow me to create and work to my own timetable. Also, being in the comfort of my own home means I can wear my warm slippers 'to school'. I do miss personally interacting with the teachers and my friends. I also miss the other school activities like interschool sport, music, art, assemblies and buddy time. However, for now I am grateful and thankful for being able to continue my learning with the help and support of my teachers even if this has to be via remote learning.

By Neela

Our current situation has meant that these past couple of weeks have been different to what we are used to. It's been tough, but at the same time we have had new experiences. We have had to start remote learning and whether online or on paper, I have felt that has been set up really nicely. It has certainly been an adventure to find new ways to learn as well as stay connected with friends and family during these tough times. It's been scary and fun, but there's a feeling that something new is coming.

Some 2020 achievements:

- Partnership with Science work
- STEM MAD participants and successful with winners over remote
- Art Show entered "Say No to Bullying Interrelate" and had a finalist in this
- School Banner Competition-Victorian Winner-School Banner
- Fun Fridays with a on a weekly basis via Face book engaged all children and families as a community.
- Online Science incursions
- Kids helpline online Incursions all students Foundation to Year Six
- Author online incursions for all students foundation to year 6
- Wellbeing Fridays for all teachers and families
- Continued to refurbish STEM Space installation of a LEGO Wall
- Webinar for prospective 2021 Foundation Parents

- Webinar included presentations by: Kath Murdoch,
- Regular phone calls to check in on the wellbeing of all the family

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	90.6%
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ALL STAFF RETENTION RATE

Staff Retention Rate	71.4%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	15.4%
Graduate	15.4%
Graduate Certificate	0.0%
Bachelor Degree	61.5%
Advanced Diploma	53.8%
No Qualifications Listed	0.0%

STAFF COMPOSITION

Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	19.0
Teaching Staff (FTE)	15.0
Non-Teaching Staff (Headcount)	8.0
Non-Teaching Staff (FTE)	5.4
Indigenous Teaching Staff (Headcount)	0.0

School Community

Goals & Intended Outcomes

GOAL:

To strengthen school parish. Family and community partnerships

INTENDED OUTCOMES:

To continue to explore and provide support for parents to actively engage with their child's learning

To modify, improve and implement the timetabling of school community actions throughout the year by developing and organising the schools action plan.

Achievements

Although difficult during 2020 due to Covid, our school continued to promote a culture of welcome and hospitality to members and visitors to our school community.

To strengthen our school, parish, family and community partnerships, St Fidelis Primary School focused on developing opportunities and collaborative processes to engage parents with their child's learning both at home and at school, consistent with the Catholic faith.

Throughout 2020, our leadership team continued to promote our school using social media. This was one of a number of initiatives introduced to raise our school's profile in the community and attract future enrolments. Increased enrolments for Foundation students in 2021 and an increase of twenty-five new families suggests this strategy has been positive.

Remote learning in 2020 provided the school with an opportunity to reassess its methods of communication and collaboration with parents as partners in their child's learning. The redesigned website and improved implementation of other digital applications such as Skoolbag and Facebook created various platforms for the community to stay informed of their student's learning and community events.

A school-based survey of parents in 2020 indicated an average score of eight out of ten as to whether current parents would recommend the school to friends or family. This response is very encouraging for the school given the initiatives mentioned above.

The school continues to play an important role for students, staff and families to be known and valued. Parent engagement has been planned sequentially and ongoing throughout 2020. There were a plethora of initiatives employed by the school to engage parents in the life of the school, including celebration of its Catholic identity through scripture, prayer rituals and traditions. During remote learning the prayer celebrations were continued via Facebook Live and extremely well received by the school community.

Management of resources is viewed as a way to develop, refurbish and maintain school infrastructure, thereby creating safe, attractive, contemporary learning spaces that foster and encourage creativity and design thinking. Leadership's plan to upgrade technology-both hardware and software commenced in 2020.

Other initiatives continued by the school to engage parents in the life of the school in 2020 follows:

SCHOOL ON-SITE LEARNING

- Introduction/welcome letters from classroom teachers to parents and students
- School/class/morning and afternoon routines clearly outlined to students and parents at the beginning of year
- Photo & name of the student displayed as a welcome before students arrive to school
- Re-introduction of the 2020 Foundation teacher visiting the kindergartens and child care centres where the enrolled Foundation students attend
- Prep parent general information workshop and Faith evening
- Term Overviews through the newsletter
- Morning Teas b/w class' parents and school leader
- Meet and greet Interviews between parents & teachers Students make the invitations
- Buddy Mass and Morning Tea to welcome prep families b/w Yr6 & F school get together as the final part of the Transition Program
- Celebrating students learning through displays on walls in corridors. Parents/students attend
- Key dates and opportunities for parent involvement in newsletter
- Social media contact improved - Twitter account, schoolbag app & school Facebook
- Updated school Website
- Whole School Prayer inviting parents and community to attend
- School assemblies
- Hot Food days organised by Parents & Friends
- Teacher presence in yard after school to chat to parents informally
- Promotional videos in foyer showcasing school events, activities & student learning
- Positive Behaviour Management structures put in place during WOW weeks to promote social & emotional wellbeing
- Student Goal Setting
- Child safety-policies, procedures and lessons
- Bullying Prevention Policy in practice and highlighted during the Term
- Buddy Program/Buddy Bus Stop
- Social Justice activities
- Evacuation Drills
- You Can Do It Program
- Team incentives/points
- Superhero Incursions
- 5/6 Camp alternative at school
- Weekly newsletters (instead of fortnightly)
- Internet Usage agreements and safety requirements (parents & students)

- Preparation of Covid safety requirements at school: signs, posters, thermometers, sanitisers, extra cleaning for community safety
- Safety spacing for adults waiting for students by making crosses in the yard/restricting adults entering into the school building.
- Safety spacing for staff in staff rooms, meetings etc.
- Leadership/Staff Meetings to discuss/organise safety precautions on students/community returning to school
- Managing school dismissal times to follow social distancing guidelines
- Social stories for students returning to school
- Modifying yard rosters to accommodate recommendations for Covid19

DURING REMOTE LEARNING

- Google meets with students and families (videos)
- Google Classroom
- Videos (STEM, Art, Maths, Reading, Stories etc...)
- Classroom teachers contacting parents during school holidays via phone regarding laptop use/touching base/checking in with families.
- Classroom teachers emailing/texting/phoning parents during the Term with program details, modified programs, issues or concerns, monitoring students learning.
- Facebook live featuring weekly whole school prayer service and weekly assembly
- Posting weekly level updates in newsletter
- Providing students with opportunities to share their home learning experiences through writing, photographs, videos, art works etc....
- Posting parent feedback on remote learning
- Receiving and reviewing CEM guidance regarding Covid 19
- Providing updates of Covid 19 school restrictions and remote learning programs reports via newsletter, skoolbag app, website to parents and students
- Fun Fridays (Crazy Hair, Footy Friday, Beanie Friday Pet Friday, etc...) to promote students' well being
- Providing Learning Packs for the students on a weekly/fortnightly basis
- First Semester Parent/Teacher interviews held via Google meets

Throughout remote learning in 2020, technology opened up new ways for connectedness with families by personalising communication between home and school. The insights gained from remote learning in 2020 have assisted school staff to decide elements worthwhile taking forward in engaging parents in student learning in the future. The shift in parents playing a more active role in each child's education brought about by remote learning has created new possibilities to engage parents as partners.

PARENT SATISFACTION

During COVID-19 we conducted a family survey using the recommended questions supplied by CEM. The questions were designed ascertain how the community were feeling about how the school was meeting their child's academic needs and wellbeing needs.

Of the 158 families we had 76 families respond to the school based survey.

What are three things your value most about St Fidelis?

- The sense of community and welcoming and dedicated staff were the overall themes of the parents responded to this question

How well does the school meet your child's wellbeing needs?

- The data indicated that families felt we were meeting their childs needs VERY WELL

How does the school support you and provide opportunities to engage in your childs learning?

- Most parents felt that communication via newsletter, skoolbag app social media had increased immensely over the past 12 months.
- Teachers were approachable and easily contactable via email

How does St Fidelis embody Catholic Identity?

- Parents overwhelming response was that at Fidelis their children are receiving an excellent Catholic education

Our Visual Arts Program and STEM program were our major achievements during COVID-19 .

In Visual Arts St Fidelis had all our Foundation art work displayed at ZART ARt gallery and parents were invited to view their child's art.

We had a winner in the interrelate "Say no to Bullying Competition parents of the winners and runner-up students were invited to watch the award ceremony online.

Some of our students entered the STEM MAD showcase and we had a winner in the Social Justice Award.

Parents at St Fidelis welcome and support new initiatives where the students are challenged and engaged to be the best that they can be.

Future Directions

In 2020 St Fidelis undertook a school review. This review was conducted during the time of the COVID- 19 restrictions and all elements were managed online using the Google Meet platform.

Due to the COVID-19 conditions and the restrictions associated with schools, the preliminary visit was conducted virtually. The reviewer met virtually with the principal and discussed school improvement.

A virtual tour of the school was undertaken during Term 3 when students were still learning remotely. Classroom visits were not possible in Term 4. Although the students were back on site for Days 1 and 2, virtual classroom visits were not able to be conducted.

Completion of The CECV Record of Review [ROR] for the Minimum Standards for School Registration and Other State and Federal Requirements compliance check.

Completion of the Child Safety Standards [CSS] with the Principal and Acting Deputy Principal/Community Leader present.

The reviewers final report included following recommendations for the next four years:

Develops a culture that values and promotes student agency and voice

- *Seek to understand how students see themselves as learners and the school environment for learning.*
- *Assist students to develop learning goals based on deep understanding of standards, progression of learning and learning assets.*
- *Develop shared understanding of student agency and student voice and how it is enacted for the benefit of students*

Progresses contemporary pedagogies

- ***Develop a data plan so that data is analysed and used effectively to differentiate student needs.***
- ***Focus on differentiated learning that fosters students to be active independent learners.***
- ***Consider how refurbished spaces invite different kinds of contemporary pedagogies.***
- ***Employ digital technologies purposefully to engage students [behaviourally, affectively and cognitively]***
- ***Identify research or a framework that will shape and support a cohesive direction for the school.***
- **Advances a distributed, instructional model of leadership**
 - ***Consider training for and by middle leaders to achieve improved teacher practice working alongside teachers in the classrooms.***
 - ***Plan for and support collegial teams to improve their practices.***
 - ***Ensure leaders use evidence-based high impact teaching strategies that are defined, enacted and evaluated regularly and ensure effectiveness is measured by improved student outcomes.***

With these recommendations , the school will being to work on its School Improvement Plan(SIP) and Annual Action Plan (AAP). MACS advisers will contue to provide support not only during the development of the Framework and Plan, but also as the school moves to implementation.

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