



Melbourne Archdiocese
Catholic Schools

2024

Annual Report to the School Community



St Brendan's School

103 Wellington Street, FLEMINGTON 3031

Principal: Kellie Noonan

Web: www.sbflemington.catholic.edu.au

Registration: 113, E Number: E1017

Principal's Attestation

I, Kellie Noonan, attest that St Brendan's School is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2023 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 02 Jun 2025

About this report

St Brendan's School is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

Governing Authority Report

When Melbourne Archdiocese Catholic Schools (MACS) launched our inaugural strategic plan MACS 2030: Forming Lives to Enrich the World just over a year ago, I spoke about the need for our whole organisation to reflect on the biggest challenges that confront us, and to work at speed to find practical, ambitious, student-centred solutions.

As a relatively new governing authority, 2023 set us on the path to achieving our first goals, as we focussed our efforts on building strong foundations for success. The four pillars of MACS2030 – Inspired by Faith; Flourishing Learners; Enabled Leaders; and Enriched Communities - serve to guide our work on how we achieve our strategic intent.

When we surveyed our teachers in late 2022, over 80 per cent told us that they want access to quality teaching and assessment resources. So in January 2023, we secured a system-wide licence for MACS primary and secondary schools to access the Progressive Achievement Test (PAT) assessment suite. The inclusion of the Social and Emotional Wellbeing Survey allows schools to monitor the wellbeing of their students and target resourcing to specific areas of need. Together, these tools provide a coherent and systematic approach to student assessment.

In partnership with Ochre Education, we began work on F-6 Mathematics curriculum resources, being developed in a phased approach over three years, and delivered the first tranche for F-2. A key consideration in developing the materials is ensuring teachers retain autonomy to tailor curriculum implementation to meet the individual and local needs of students.

This is an exciting development for our MACS community, clearly demonstrating the commitment we all share to delivering the best possible education opportunities for our 120,000 students and supporting our 10,000 classroom teachers to be the very best that they can be.

Archbishop Peter commissioned a comprehensive review of Religious Education curriculum, the first in over a decade. It offers us some challenges, but fundamentally is a hope-filled report that invites a path of ongoing work to develop a new RE curriculum for all Catholic schools. We continued Working Together in Mission with Parish Priests throughout the Archdiocese, including through regular roundtable discussions.

Across greater Melbourne, one in five students attend a Catholic school and 2023 saw steady growth in enrolments across our system, demonstrating the value families place on a Catholic education and the high quality, holistic education MACS schools provide.

As a system of schools, we can be better together, reducing the administrative load on our schools and freeing our teachers and principals to focus on what they do best.

I would like to pay tribute to our MACS school and office colleagues who have worked so hard to achieve our goals. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

St Brendan's School Vision

At St Brendan's School, we embrace community and diversity, creating a welcoming environment for all.

We inspire our students, families and staff through powerful learning experiences, fostering curiosity and growth.

Guided by faith, integrity and gratitude, we cultivate empathy and respect, supporting all to flourish and navigate a future of infinite possibilities, making a positive difference in the world.

School Overview

St Brendan's School is a Catholic Primary School situated in the eclectic inner suburban community of Flemington, providing quality learning and teaching in a vibrant and contemporary setting. Our rich diversity is a valued asset of our community as we live and learn in an environment of acceptance, celebration and mutual respect.

Established in 1887, St Brendan's School employed lay staff to teach within the one room parish school. From 1898 to 1908, the Sisters of Charity traveled daily by horse and cart from Strathmore to teach and administer a Catholic Education. Following the Education Act of 1908, the role transferred to the Sisters of Mercy who had opened up their Novitiate and Teacher Training College, located in Mt Alexander Road. There remains a strong and visible presence of our heritage throughout our learning environment.

In 2024, our enrolments sat at 85 students. The multicultural nature of our enrolments was represented by 7 cultural backgrounds. Cultural backgrounds represented in our community included Ethiopian, South Sudanese, Vietnamese, Eritrean, Indian and Chinese.

Of our enrolments, 54% were of the Catholic Faith.

In 2024, our four classes were structured into a Prep, Year 1/2, Year 3/4 and Year 5/6. The school offers a comprehensive curriculum, which is based on the Australian Curriculum. Specialist programs offered were Physical Education, Visual Arts, STEM and Music. TCL, an Italian program facilitated by class teachers with 15 minute daily lessons in the classroom was also offered. The school offered targeted programs in Literacy and Maths to support classroom programs through intervention and extension. The school introduced a Pre-Prep program called Learning Land which invited 4 year old kindergarten children to attend the school each week for 90 minutes to participate in early literacy and numeracy activities. Students are involved in interschool sports as members of School Sport Victoria (SSV), including swimming, basketball, soccer, cricket, athletics and cross country.

Staff roles in 2024 included leaders in Communication, Religious Education, Literacy, Mathematics, Wellbeing and Learning Diversity. We had 4 class teachers, 4 specialist teachers, 7 Learning Support Officers, an Administration Officer and a Business Manager. A professional partnership was formed with an external learning and Teaching Leader to plan Inquiry Units. Tennis lessons, Chess Club and Lego Club were offered as extracurricular activities. OSHC was onsite for before and after school care, Youth Leadership Victoria. The gym was rented to the Kensington Colts each evening for them to conduct their training program.

The staff at St Brendan's have a professional attitude and approach to education. They value the importance of ongoing professional learning and are willing to work as part of a team. Staff endeavor to create a motivating, engaging and safe learning environment, with the intention of children developing skills, knowledge, confidence, and a greater desire to learn. We acknowledge the interests and strengths of our students and endeavor to spark new interest and build on strengths. As students progress through school, they are encouraged and supported to take more responsibility for their learning.

St Brendan's is a close knit community with a parent community who are becoming more supportive and actively involved in the life of the school. The School Advisory Council is a dedicated group who meet once a month in the best interest of the school. We have a group of parents who are actively involved in providing special lunch days, Mother's Day and Father's Day stalls, etc. for our children. We use a variety of communication tools with parents, including a weekly newsletter, Operoo and Seesaw, as well as social media platforms that the Flemington community can also access. Parents are always welcome to attend Friday assembly, paraliturgies and many other events.

St Brendan's Parish is a 'Parish in Partnership' with Holy Rosary in Kensington and our Parish Priest, Fr Thang Vu is extremely supportive of our school and Sacramental Programs.

St Brendan's School and Parish are located in the beautiful tree lined streets of Flemington. We are blessed to have the most incredible facilities. Our classrooms are spacious and bright, with specialist teachers having their own rooms.

We have large outdoor space, which is quite rare for inner city schools. We boast a state of the art gymnasium with a full basketball court, tennis courts, adventure playground with sandpit and more. Our new playground will include a wooden ship in honour of St Brendan the Navigator, to be built in 2024.

At St Brendan's School, we are committed to educating children and catering to diverse needs and faith traditions. We aim to provide many opportunities for the children in our care, engaging them in a variety of activities to enhance learning, wellbeing and engagement. We value student voice and ensure respect for all.

Principal's Report

It is with great pride that I present the 2024 Annual Report to the School Community. This report provides an overview of the key initiatives undertaken throughout the year and offers valuable insights into the work that shapes our vibrant learning community. It celebrates the many opportunities offered to the children entrusted to our care and invites the wider community to reflect on our shared achievements and take pride in all we have accomplished together.

Our 2024 school theme, 'Growing through Service', was inspired by the servant leadership of Jesus Christ. This theme encouraged every member of our community to live with purpose and a commitment to serving others. Staff and students engaged deeply with this theme—exploring what it looks like, sounds like, and feels like to truly grow through service. Our journey was guided by Scripture:

"Whoever wants to become great among you must be your servant, and whoever wants to be first must be your slave—just as the Son of Man did not come to be served, but to serve, and to give his life as a ransom for many."

— Matthew 20:26–28

As the newly appointed Principal of St Brendan's, I have already witnessed this spirit of servant leadership alive in our students, staff, and broader school community.

In response to a recent decline in enrolments, we took purposeful action to ensure St Brendan's becomes the school of choice in Flemington. Strategies included hosting multiple Open Mornings, increasing advertising, engaging consistently with local kinders, and introducing a broader curriculum with offerings such as STEM and Instrumental Music. We are proud to report that these efforts have resulted in 18 Prep enrolments for 2025—a positive sign for our school's future.

We also committed to strengthening our connection with the local community. This included opening our gymnasium for community use and forming partnerships with local groups. The gym is now used by the Kensington Colts Basketball Club for training sessions and by the North Melbourne Football Club Cheer Squad for creating their banners—initiatives that have helped reinforce our role as a hub for community engagement.

Our vibrant community spirit shone throughout the year in celebrations such the Opening Of the School Year Dinner and Tabloids, liturgies, as liturgies and Sacraments, Mother's and Father's Day events, Grandparents' Day, 100 Days of Prep, special lunch days, and many more occasions that brought joy and connection to our children and families.

In Term 4, we proudly showcased our specialist programs through a Specialist Expo featuring an Art and STEM exhibition, along with Instrumental Music and PE performances. The event

was a wonderful celebration of our students' talents and received enthusiastic feedback from our community.

Significant building works also commenced in 2024 to upgrade the playground, refurbish the art room, and replace student bathrooms with new, modern facilities. These works will be completed in 2025 and will greatly enhance our learning environment.

It is an honour to begin my leadership journey at St Brendan's. I look forward to building on the many strengths of this wonderful school and working in partnership with our families to shape a future full of promise for every child in our care.

Catholic Identity and Mission

Goals & Intended Outcomes

To explicitly embed the Catholic identity of St Brendan's as a living faith community within a contemporary context

That all members of the community will be able to articulate, model and live their understandings of being part of a Catholic community

That students will be involved in an innovative and meaningful curriculum, emphasising lived faith experiences

Achievements

St Brendan's continued to implement a number of school initiatives that both highlighted and developed our Catholic identity.

During 2024, the school engaged in:

Monthly celebration of Liturgies of the Word, including special events and feast days
St Brendan's day celebration with parish, children performed our school song with new music teacher and new musical instruments

Engagement of RE Leader to oversee Religious Education, with attendance of RE Networks and Beginning RE Leaders Network meetings

Regular opportunities to engage in prayer together, including daily class prayer, weekly staff meeting prayer, fortnightly assembly prayer

Explicit modeling of Gospel values through our interactions with each other and the wider community

Planning and implementation of Religious Education Curriculum in accordance with MACS Guidelines and in light of school context, with curriculum advisors from MACS attending forward planning each term

A focus on the Gospel stories and values, tying in with of our whole school theme: 'Growing through Service'

Continuing to incorporate Catholic Social Teachings across the curriculum and in community initiatives, building the profile of social justice

Year 6 RE Leaders Social appointed to assist with prayer services and Liturgy and Social Justice leaders selected to run and promote social justice initiatives throughout the year

Preparation of children for Sacraments of Reconciliation, First Eucharist and Confirmation, with more parent involvement

Engaging families in whole school prayer times to enhance Catholic School Identity, including prayer services and reenactments for Easter, Anzac Day and Christmas celebrations

Value Added

The following activities related to the Catholic Identity of St Brendan's School, adding value to the achievement and spiritual development of our students:

Appointment of RE Leader

Opening of School Year Mass and Dinner

Increased class, staff and community opportunities for regular prayer and participation in Liturgy

Ash Wednesday Mass and Lenten preparation and Holy Week presentations

Curriculum planning with support from MACS

Appointment of student Religious Education Leaders and Social Justice Leaders

St Brendan's feast day celebrations, parish and school

Sacramental preparation and celebration for Reconciliation, First Eucharist and Confirmation with Holy Rosary Kensington

Whole school prayer services ie ANZAC Day, Feast of St Brendan, etc.

Social Justice initiatives eg Pink Bun Campaign, Caritas, Socktober, etc.

Advent preparation, school and parish

School Christmas Carols

Learning and Teaching

Goals & Intended Outcomes

Goals & Intended Outcomes

To provide a rigorous contemporary learning environment that challenges and empowers students to flourish as active, independent and successful learners.

That teachers develop data literacy skills to cater for all students and to inform their teaching.

To develop a whole school pedagogical approach based on the 'Vision for Instruction' to achieve growth for all students.

That all students are catered for through Multi Tiered Systems of Support

Achievements

Learning and Teaching:

Continued development of Learning Dispositions: Resourceful, Open Minded, Self-Managing, Determined, Curiosity

Use and display of learning intentions and success criteria in learning areas that provide a focus for the knowledge, understandings and skills students are expected to develop

Professional learning meetings to review NAPLAN and ACER Progressive Achievement Test data, identify learning challenges

Weekly facilitated planning with class teachers and curriculum leaders

Used a variety of data such as PATR, and PATM to inform teaching and highlight student needs and Running records for students at risk

Continuation of Teachers as Co Learners in Italian Program

Continued support from Edconnect volunteers to enhance Literacy and Mathematics curriculum through small group support

Professional development for Leadership Team in the 'Vision for Instruction
Continuation of 3 Way Interviews (Student, Parent & Teacher Interviews) online with interpreters provided where necessary

Continuation of SEESAW – learning journey of student progress

School Specialist Expo

Whole School Excursion to Werribee Zoo and Puffing Billy

Excursions to Wicked musical and ACMI

Whole school celebrations Book Week and Science Week

English:

Continued use of student evidence and data analysis in English to provide explicit instruction and a differentiated curriculum that targets all students' learning needs

At the start of the year establish and implement literacy procedures and routines that build student independence in work

Whole school approach to student engagement with literacy, including learning intentions, success criteria, choice, conferencing and goal setting

Use of Little Learners Love Literacy as an explicit and sequential literacy approach in Foundation-Year 2

Key learning focus on Writing, with emphasis on the implementation of Big Write and VCOP programs

EOI was used for assessing the English skills of students from Foundation to Level 2

Targeted support for students e.g. Little Learners Love Literacy small grouping, learning support officers

Evidence-based reading instruction, focusing on phonics, vocabulary, fluency and comprehension

Continued use of Fountas & Pinnell Benchmark system for Running Records for at risk students

Professional Learning Team meetings took place to enable increased professional developmental support and guidance for teachers in the areas of Science of Reading and Writing

Mathematics:

MOI introduced and data collected in Prep and Year 1/2

Commencement of Curriculum Mathematics 2.0

Continued work towards goals outlined on the strategic Annual Action Plan in relation to Maths

Regular Professional Learning Meetings for staff facilitated by the Maths Leader

The use of Essential Assessment Pre and Post Assessments to target individual student learning needs

Regular facilitated planning with classroom teachers and Maths Leader to allow teachers to engage in professional dialogue about best practice

Updating of resources to provide teachers with current teaching aids

Moderate student learning samples and provide opportunities for teachers to assess collaboratively.

Conduct learning conversations to communicate student progress and goals to parents/ carers.

Three-way conferences held once a semester

Use of external consultant to develop a teaching curriculum overview for inquiry learning

PAT M testing schedule changed to adhere with guidelines from PAT Assess

Number Intervention provided to students identified as having additional needs in mathematics

P-2 Classroom teachers given training in ENA to provide professional development on best practices in Early Number and Algebra

ENA assessments conducted on all P-2 students. Data was collated and analysed regularly to identify priorities and drive teaching programs

Introduction of daily ENA teaching sprints to Year P-2 classes

Student Learning Outcomes

Staff continued to track student progress using a number of assessment tools both formative and summative. Over the year, running records, letter identification assessment, Progressive Achievement Tests in Reading (PAT-R), SMART Spelling and professional observations and judgments, demonstrated an improvement in students' reading ability and engagement. Our NAPLAN results revealed a notable improvement in both writing and spelling abilities.

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

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	440	71%
	Year 5	*	*
Numeracy	Year 3	418	64%
	Year 5	*	*
Reading	Year 3	425	86%
	Year 5	*	*
Spelling	Year 3	421	79%
	Year 5	*	*
Writing	Year 3	454	93%
	Year 5	*	*

*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.

Student Wellbeing

Goals & Intended Outcomes

To enable students to develop the capacity to respect self and others.
Students apply social and emotional learning skills to all aspects of their lives.
Develop responsible, independent, and resilient learners prepared for the contemporary world.

Achievements

Continued implementation of whole school 'Resilience, Rights and Respectful Relationships' (RRRR) (Chapters 1 to 6) Social Emotional Learning (SEL) Curriculum

Continued implementation of Berry St Education Model (BSEM) practices such as Morning Circle, Ready to Learn Plans and Ready to Learn Scales

Continued implementation of mindfulness practices throughout the week.

Establishment of visible school expectations in classrooms and across the whole school.

The school expectations were redeveloped and four new school expectations were set: Respect self, Respect others, Respect environment and Respect Property

Response to Intervention (RTI) meetings held with classroom teachers to discuss student needs, progress and support.

Integration of Social and Emotional Learning into teacher planning.

The Wellbeing Leader supports staff with SEL and wellbeing resources to further develop their students' social and emotional needs.

Reinforcement of positive behavior and work through awards for students, presented at school assembly weekly. Aussie of the Month award handed out

monthly to recognise a student in the school for their community contribution, active citizenship and demonstration of the Aussie of the Month values/your school values.

Program Support Group meetings throughout the year to facilitate information handover and build partnerships with families.

Liaise with Secondary Schools to assist with the year 6 students transition to secondary school

Counselling through On Psych offered on a weekly basis.

Social Skill groups with students run by the Wellbeing Leader.

Cybersafety and bullying information provided to students and parents through Victoria Police

.
Building community partnerships with Learning Land.

Value Added

Year 4, 5 & 6 School Camp – PGL Campaspe Downs Camp

Student Leadership – School Captains, RE Captain, Social Justice Captain, House Captains and Social Justice Leaders

Transition to Secondary School

Prep Transition

Colour Fun Run

Swimming Lessons

Lunchtime clubs such as the Rosary Club, Calm Corner

Celebrating diversity through events such as Harmony Day

Celebrated student achievements through awards

Extracurricular Activities:

Tennis Lessons

District Sports Events

Whole School Excursion to see Wicked the Musical

Whole School Excursion to Puffing Billy

Year 4/6 excursion to ACMI

Whole School excursion to Werribee Zoo

Year 5/6 excursion to Melbourne Museum

Year 3/4 and Year 5/6 excursion to Council

Whole School incursion from Meerkat Productions "Mr Huff"

Cartoon Drawing workshops

Introduction of Pre-Prep Program - Learning Land

Student Satisfaction

Student satisfaction increased this year in the areas of mindset, teacher expectations, learning climate and psychological safety.

Student Attendance

Student attendance continues to be high at St. Brendan's.

Average Student Attendance Rate by Year Level	
Y01	90.5
Y02	89.0
Y03	88.0
Y04	88.6
Y05	93.0
Y06	94.5
Overall average attendance	90.6

Leadership

Goals & Intended Outcomes

To strengthen and sustain a culture that is characterised by a strong sense of engagement and empowerment

To ensure that all portfolios required to successfully run the school are covered or facilitated through outsourcing expertise.

That feedback processes are embedded and lead to the professional growth of all staff

Achievements

Leadership portfolios were reorganised to cover most areas necessary to lead the school. This included a Communication, Curriculum and Community Leader, Learning Diversity/Communication Leader, Maths Leader, Wellbeing Leader.

External personal supported with planning in the areas of Inquiry and RE

A distributed leadership approach was promoted to bolster the reintegration process, placing significant importance on fostering collaboration. This approach yielded avenues for enhancing skills, knowledge, and comprehension as we delved into professional learning endeavors and collaborated closely.

Staff members were urged to enhance their capabilities through various professional development opportunities and collaborative planning with colleagues.

A commitment was made to actively engage in Melbourne Archdiocese Catholic Schools network and activities, as they proved instrumental in augmenting staff capacity.

Introduction of new note-taking procedures to ensure consistency across the school

The School Calendar continued to provide clear communication across the school about upcoming events

The Weekly Principal's Message was emailed to all staff every Sunday Evening by the

Principal. This bulletin outlines the happenings for the week and any key messages necessary.

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

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

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

The School Advisory Council continued to meet six times each year.

Conducted a mid-year Town hall meeting to celebrate all we had achieved to date.

Principal attends Combined Parish Council meeting twice each term

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2024	
Expenditure And Teacher Participation in Professional Learning List Professional Learning undertaken in 2024 First Aid - Anaphylaxis / Asthma training Mandatory Reporting Disability Standards for Education Nationally Consistent Collection of Data (NCCD) - reflecting on inclusive practices Simply Maths PD (2 days) Whole School Conference - Re-writing our School Vision	
Number of teachers who participated in PL in 2024	12
Average expenditure per teacher for PL	\$800.00

Teacher Satisfaction

All areas of Teacher Satisfaction went up significantly in 2023, with most improvement in the areas of:

Staff leadership relationships - 53% in 2022, up to 93% in 2023

Instructional Leadership - 24% in 2022, up to 65% in 2023

Support for teams - 58% in 2022, up to 83% in 2023

Teacher Qualifications	
Doctorate	0
Masters	1
Graduate	0
Graduate Certificate	0
Bachelor Degree	6
Advanced Diploma	1
No Qualifications Listed	8

Staff Composition	
Principal Class (Headcount)	1
Teaching Staff (Headcount)	17
Teaching Staff (FTE)	10.34
Non-Teaching Staff (Headcount)	9
Non-Teaching Staff (FTE)	4.51
Indigenous Teaching Staff (Headcount)	1

Community Engagement

Goals & Intended Outcomes

To develop school-wide strategies to support the future sustainability of the school in partnership and collaboration with families and the wider community

To continue to build dynamic partnerships that nurture and enrich learning for all

That students engage with and contribute to the community in ways that are meaningful and impact on their learning

Achievements

Fortnightly school newsletter, with overhaul to website to allow translation into any language

Fortnightly assembly with invitation to parents to attend, as well as invitation to prayer services and monthly mass

Regular SAC meetings

Establishment of formal P&F committee with President and scheduled meetings and fundraising activities

Variety of P&F led fundraising events including raffles, sausage sizzles, special lunch days, etc. aiming to raise \$12,000 for the purchase of musical instruments

Social media posts to share learning, promote events, reminders, engage community, marketing, etc.

Volunteers timetable with volunteers provided by Ardoch (including Ardoch programs such as Literacy Buddies)

Code of Conduct sent out and signed by all families

Flem/Ken News articles in each edition - local community publication

School representation at local RSL ANZAC Day Service

Teacher featured in Herald Sun's Australia's Best Teachers Campaign

Pink Bun Campaign

Mother's Day Stall and Father's Day stall and celebrations, luncheon and breakfast

Grandparents Day for all students

Lego Club - fortnightly on Saturday, run by parent (former Lego Masters contestant)

MACSIS Survey sent to families

Marketing plan with letter drops, community boards, social media posts, and open mornings, showcasing the school facilities and curriculum for potential new enrolments, with assistance from families

Kinder visits for Music and STEM lessons

School Colour Run for fun and fundraising

Parent Satisfaction

All results from the MACSIS Survey for Family Engagement, School Fit, School Climate, Student Safety and Communication were satisfactory and consistent with 2023. The survey was completed by a very small sample of parents and therefore results are not reflective of the whole school community. According to MACSSIS, in 2024 there was an increase in

parent satisfaction in numerous domains particularly in communication, family engagement and school climate.

Financial Performance

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

For more detailed information regarding our school please visit our website at www.sbflemington.catholic.edu.au