



Melbourne Archdiocese
Catholic Schools

2024

Annual Report to the School Community



St Peter's School

2A Parkside Avenue, KEILOR EAST 3033

Principal: Anne Tadinac

Web: www.spkeiloreast.catholic.edu.au

Registration: 1692, E Number: E1275

Principal's Attestation

I, Anne Tadinac, attest that St Peter'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 Peter'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

Inspired by St. Peter's spirit of resilience, and guided by the Teachings of Jesus, we uphold JUSTICE and RESPECT for all of God's creation. INTEGRITY, EMPATHY and HOPE lead us to make a difference in our ever-changing world.

As an engaged COMMUNITY we inspire CREATIVITY and a LOVE of LEARNING that supports and nurtures each individual to succeed.

Values: Faith - Teachings of Jesus Respect, Empathy, Integrity, Hope, Social Justice, Community, Creativity, Love of learning, Resilience

School Overview

Established in 1971 with an initial cohort of just 66 students, St Peter's School has grown into a thriving educational community now serving 564 students from 391 families. Guided by the vision of the Sisters of Charity, the school has developed over the decades into a vibrant learning environment. Located in the suburb of Keilor East, approximately 16 kilometres northwest of Melbourne's CBD, St Peter's is located at 2A Parkside Avenue. Our single-level campus features 23 classrooms, a well-resourced library, a multi-purpose hall, a canteen, dedicated staff facilities, and a central administration area.

St Peter's is recognised for its welcoming and inclusive culture, where every student and family is valued. Our community is shaped by a strong Catholic identity and enriched by a culturally diverse population, predominantly made up of third-generation European families. The strong partnership we share with our families plays a vital role in fostering a supportive and nurturing school environment.

Faith is at the heart of all we do. Through our Religious Education program and daily practices, we teach and live out the Gospel values of respect, empathy, justice, and hope. Our students are also encouraged to develop a global perspective on social justice. Through student-led initiatives, particularly those involving our Religious Education and social justice leaders, we give students a voice on issues that impact children both locally and globally.

Our dedicated and passionate teaching staff are central to the learning journey at St Peter's. With a strong focus on collaboration and professional growth, our educators engage in ongoing professional learning and use data-driven, evidence-based teaching practices to continuously enhance student outcomes. Their commitment creates a positive and collegial work environment that supports both staff and student success.

The safety and wellbeing of every student remains a top priority. We are committed to upholding a zero-tolerance stance on child abuse and ensuring that child safety is deeply embedded in our culture. Alongside academic excellence, we focus on developing our students' social and emotional capabilities to support their overall growth and wellbeing.

As we reflect on the past year, we take pride in the many achievements of our students and staff. With eyes on the future, we remain guided by our vision, inspired by the words of Jesus to St Peter:

"You are Peter, and on this rock I will build my church." – Matthew 16:18

Principal's Report

Curriculum Achievements

In 2024 our school review conducted by MACS provided valuable insights into our strengths and progress in curriculum development and teaching practice.

Over the past year, St. Peter's has made significant strides in enhancing teaching and learning. MACSSIS staff data highlighted improved perceptions in key teaching and learning domains, reflecting our growing culture of collaboration and instructional excellence.

Our strong commitment to professional learning has supported staff development across literacy, numeracy, and wellbeing, guided by school leaders, MACS personnel, and external experts. A standout achievement has been the successful implementation of the InitialLit structured phonics program in Foundation to Year 2, which has built teacher capability and received positive feedback. In senior year levels, our common literacy approach has contributed to measurable gains in reading and mathematics, as evidenced by improvements in PAT and PVAT assessments.

While NAPLAN data presented some limitations, internal assessments indicate positive trends in reading and writing during the strategic period. Teachers have also reported increased confidence in delivering English instruction, further supported by professional learning in mathematics focused on consistent teaching routines and problem-solving strategies.

The introduction of our Teaching and Learning Handbook has helped establish clear expectations and frameworks, which are now well understood and consistently applied across classrooms. Collaborative planning time has strengthened instructional consistency and enabled teams to use assessment data more effectively to form purposeful instructional groupings.

Our whole-school assessment schedule has supported the timely identification of learning needs, allowing for targeted interventions and progress monitoring. These practices have contributed to a more personalised and effective learning environment.

Overall, the MACS review affirmed our progress and provided clear direction for continued improvement. Our efforts to enhance curriculum delivery and build teacher capacity are having a positive impact on student outcomes and staff development—laying a strong foundation for future growth.

Events, Highlights and Achievements

Bullying No Way! – National Week of Action

Students dressed in purple or superhero outfits to take a stand against bullying, promoting a culture of kindness, respect, and inclusion. Activities throughout the week reinforced the importance of standing up for others and recognising the role each student plays in building a safe and supportive school environment.

Fostering Environmental Stewardship: National Tree Planting Day

Students from all year levels participated in tree planting to enhance the school entrance, supported by Toyota and joined by Western Bulldogs players. The initiative helped students understand their role in environmental care, with follow-up lessons linking the activity to sustainability themes in the curriculum.

Harmony Week – Celebrating Culture, Unity and Respect

Students honoured cultural diversity through a flag-raising ceremony, cultural dance workshops, a book swap fundraiser for First Nations education, and an engaging incursion exploring First Nations culture. The week deepened students' respect for difference and empowered them to be active citizens in a multicultural Australia.

ANZAC Day Memorial – Honouring Service and Sacrifice

Led by Year 3, the ANZAC Day service included student writing, artwork, and handmade poppies in a heartfelt tribute attended by parents and community members. Students reflected on values of courage, service, and peace, connecting the past to the responsibilities of citizenship today.

Celebrating the Feast of St. Peter

The school gathered for a whole-school Mass celebrating the life of St. Peter. A banner created by Year 1 students and families was a highlight. The celebration offered opportunities for students to engage with their faith in a joyful, age-appropriate way, affirming our school's Catholic identity.

Olympic Spirit Shines at St. Peter's

Inspired by the 2024 Paris Olympics, students participated in an opening ceremony parade, sports-themed dress-up, and lunchtime clinics led by Year 6 leaders. The event fostered leadership skills, physical wellbeing, and school-wide connection, with Olympic values embedded into learning across subjects.

100 Days of Learning, Growth, and Community

Preps celebrated their first 100 days with a fun-filled day dressed as centenarians, showcasing their learning and performing for families. The day not only marked academic growth but also celebrated social development and the confidence students had gained in their first year of school.

Celebrating Literacy: Book Week

A magical incursion and character dress-up day brought Book Week to life. Grandparents joined students for D.E.A.R. sessions, reinforcing a love of reading and strengthening

intergenerational connections. The week nurtured a strong reading culture and highlighted books as tools for imagination and empathy.

Celebrating Creativity: School Concert – Soundtrax

Each class performed to iconic soundtracks in a vibrant display of music and dance. The concert celebrated student creativity and confidence, while offering every child the opportunity to experience the joy of performance and the power of storytelling through the arts.

Cultivating Community Engagement: Toddler Tales and Prep Transition Fair

Our Year 6 students organised the Toddler Tales program and visited the local kindergarten building connections with prospective students and helping younger children feel welcomed and confident when visiting the school. The first-ever Prep Transition Fair offered guidance on school readiness and helped build early connections with families.

St. Peter's Mini Vinnies – Fashion with a Purpose

Students promoted sustainable fashion by showcasing second-hand outfits in a fun fashion parade, raising awareness of fast fashion's impact. The event encouraged students to reflect on ethical consumption and demonstrated how young people can lead in promoting social and environmental justice.

Athletics Carnival & Community Fun Run – Celebrating Sport, Spirit and Community

Students, staff, and parents came together for two exciting days of physical activity, led by Year 6 Sports Captains and supported by enthusiastic parent volunteers. Beyond fun and fitness, the events strengthened inter-age relationships and reinforced values of teamwork, inclusion, and perseverance.

Nativity and School Carols – A Celebration of Peace, Joy and Hope

Students from all year levels re-enacted the Nativity story and sang carols in front of families, sharing the spirit of Christmas. The event blended faith and community, creating cherished memories and reinforcing the Gospel values at the heart of our school's mission.

Catholic Identity and Mission

Goals & Intended Outcomes

To strengthen Catholic Identity and formation through embedding high quality teaching and learning in RE.

- RE pedagogical and planning model with embedded dialogue in the lesson sequence and trial improved strategies.
- Staff voice and feedback on RE approach at St Peter's.
Provision of RE PD to maintain accreditation and implement effective strategies .
- Stronger focus on student & community prayer.
Continued staff focus on prayer.

Achievements

We are proud to share the following achievements that reflect our ongoing commitment to strengthening Catholic identity and mission within our school community:

Staff Formation and Professional Development

Professional Learning Meetings (PLMs) incorporated prayer and the MACS Teacher Dialogue Tool to foster reflective, faith-based conversations among staff. These sessions strengthened spiritual formation and professional growth, aligning staff practices with Catholic identity and mission.

Religious Education (RE) Documentation and Planning

RE was effectively integrated into the school's curriculum through comprehensive documentation in the Teaching and Learning Book and the use of the Integrated Planner. This ensured authentic connections between faith and learning across year levels.

Staff Accreditation and Formal Study

Three staff members attained Accreditation to Teach Religious Education in Catholic Schools, while another completed a Master of Religious Education, including a research project focused on strengthening classroom prayer practices. These achievements contributed to building a knowledgeable and faith-filled staff.

Whole Staff Closure Days

A dedicated faith formation day provided opportunities for reflection and school-wide growth. Staff evaluated progress using the SIF Religious Dimension rubric and engaged in scripture-

based activities, including a Lectio Divina on Matthew 14:22–23, fostering spiritual courage and shared understanding of St Peter’s legacy.

Community and Liturgical Celebrations

Whole-school events like the Easter Passion Play, Easter Bonnet Parade, and Christmas Carols brought religious narratives to life. The school celebrated a full liturgical calendar, and the introduction of a student-led choir enhanced participation and reverence during Mass.

Sacramental Life and Family Faith Formation

Students participated in the sacraments of Reconciliation, Eucharist, and Confirmation, supported by Family Faith Nights aligned with each sacramental year level. These events deepened family engagement and helped nurture students’ spiritual journeys.

Social Justice and Outreach

The Mini Vinnies team led a range of impactful initiatives including Project Compassion, food drives, and themed fundraisers. These activities fostered student empathy and a strong commitment to Catholic social teaching and service to others.

Student and Staff Prayer Life

Prayer journals remained a meaningful tool for both students and staff, encouraging personal reflection and spiritual development. Altar server training, supported by religious brothers, provided opportunities for active liturgical service, with students proudly representing the school at the St Patrick’s Mass during Catholic Education Week.

Value Added

The initiatives and achievements in Catholic Identity and Mission have significantly enriched the spiritual, educational, and communal life of our school. The following outcomes demonstrate the deeper impact of our work in this area:

Strengthened Catholic Identity

Through intentional formation opportunities, liturgical celebrations, and integrated curriculum planning, our community continues to grow in understanding and expression of what it means to be a Catholic school. Students and staff engage more confidently and authentically in faith practices.

Staff Faith Formation and Professional Growth

Accredited professional learning and formal theological study have deepened staff knowledge, spirituality, and confidence in teaching Religious Education. This has fostered a more reflective and mission-aligned teaching culture.

Enhanced Student Engagement in Faith

With a variety of opportunities for prayer, liturgy, and sacramental preparation, students are more actively involved in the spiritual life of the school. Initiatives like student-led church choir, altar serving, and the Mini Vinnies team empower students to take leadership roles in living out their faith.

Stronger Family and Parish/Community Connections

Sacramental Family Faith Nights and community-based liturgical events have strengthened the partnership between school, parish and families. These gatherings support parents as the first educators in faith and build a sense of shared mission across our school community.

Meaningful Social Justice Action

Our school's commitment to social justice, led by students and supported by staff, has nurtured a spirit of compassion, empathy, and active citizenship. These experiences help students understand and live the Gospel message in practical and impactful ways.

Deeper Reflection and Prayer Life

The ongoing use of prayer journals and structured prayer have encouraged both students and staff to engage in personal and communal reflection, fostering spiritual growth and a stronger connection to God.

Culture of Celebration and Belonging

The rich calendar of liturgical celebrations and community events has cultivated a sense of belonging, identity, and joy within the school. These shared experiences reinforce our collective values and deepen our commitment to living out the mission of Jesus.

Learning and Teaching

Goals & Intended Outcomes

To ensure the achievement of high quality educational outcomes for all students with particular focus on English and Mathematics.

- That all students will have 12 months of growth in English and Mathematics.
- That differentiation practices within the school meet the needs of all students.
- That there is improved consistency in teacher delivery against the Victorian and R.E Curriculum achievement standards.

Achievements

In 2024, St. Peter's School demonstrated a strong commitment to ensuring high-quality educational outcomes for all students, with a targeted focus on English and Mathematics. Guided by our School Improvement Plan and informed by the recent MACS School Review, the following strategies were implemented to support measurable student growth, improve curriculum consistency, and enhance teacher practice.

To achieve improved student growth and learning outcomes, St. Peter's implemented a multi-faceted strategy that centred on building teacher capacity, enhancing curriculum consistency, and strengthening data-informed instruction. Professional learning in literacy, numeracy, and wellbeing was targeted, collaborative, and aligned with school priorities, contributing to improved confidence and instructional quality. Curriculum initiatives such as the adoption of InitialLit, the development of a whole-school Teaching and Learning Handbook, and the consistent use of the Gradual Release of Responsibility model supported coherent practice across year levels.

The use of a structured assessment schedule and tools like PAT and PVAT enabled teachers to track progress, adjust instruction, and provide targeted interventions. Differentiated teaching was informed by assessment data, with increased focus on supporting both enabling and extension learners. Moving forward, the school aims to embed more consistent formative assessment practices and strengthen student voice through goal-setting and reflection. In the classroom, students engaged with clear learning intentions, however, students in the upper years, are still working on developing self-assessment tools to monitor their own growth.

Student Learning Outcomes

NAPLAN results indicate that St. Peter's students continue to perform strongly, with particularly impressive growth in Year 3 compared to the state averages. In Reading and Numeracy, 82.2% of Year 3 students achieved results in the top two bands, outperforming the state average by 12.9%. Writing also saw a solid result with 84.9% of students in the top bands—4.8% above the state. Gains were also made in Spelling (↑8.6%) and Grammar and Punctuation (↑4.1%), highlighting the impact of early literacy programs and strong foundational teaching.

In Year 5, St. Peter's students performed above the state average in Reading (↑4.4%), Writing (↑7.8%), and Spelling (↑2.4%), reflecting continued growth and strong learning progression from earlier years. While there was a slight dip in Grammar and Punctuation (↓3.9%) and Numeracy (↓1.8%) compared to state averages, overall outcomes remained steady. These results suggest that while literacy achievement continues to strengthen, Numeracy and Grammar will benefit from further targeted focus and support in future planning cycles.

St Peter's implemented a range of targeted support strategies and special programs that collectively contributed to measurable growth in student achievement. A major driver was the school's investment in professional learning, supported by school leaders, MACS consultants, and external experts. This professional learning was carefully aligned with school priorities and delivered in collaborative settings, leading to stronger collegial relationships and increased teacher confidence—particularly in literacy, numeracy, and wellbeing. The introduction of consistent pedagogical practices and leadership-supported planning sessions ensured that professional development translated directly into classroom improvements.

The introduction of InitialLit, a structured phonics program for Foundation to Year 2, significantly enhanced early literacy instruction. Teachers noted greater capability and confidence in delivering foundational reading skills, and the program's success was reflected in improved literacy outcomes for younger students. In the upper grades, the implementation of consistent literacy approaches and a more structured numeracy framework—featuring fluency routines, problem-solving, and the Learning Framework in Number (LFIN)—helped build teacher expertise and deepen student understanding. The Gradual Release of Responsibility model also became a key instructional tool, promoting student independence and engagement across reading and mathematics.

To support differentiation and individual student growth, a wide range of assessment tools, including PAT and PVAT, were used to monitor progress and inform teaching. These tools enabled targeted interventions for students requiring additional support, with Learning Support Officers playing a key role. Moderation practices were also introduced to strengthen assessment consistency, and while most moderation focused on writing, it laid the foundation for further expansion. Additionally, teachers incorporated learning intentions, rubrics, and

reflection tasks—especially in senior grades—to promote student agency and goal setting. There is now a growing trend toward involving students more in their individual learning goals and expanding curriculum documentation to ensure alignment across year levels. These combined efforts have created a more cohesive, responsive, and student-centred learning environment.

Trends Observed in Student Achievement and Growth

Student achievement data indicates strong and sustained growth in literacy and numeracy, with assessments such as PAT and PVAT revealing particularly notable improvement in reading and writing across year levels. While literacy outcomes have strengthened overall, numeracy continues to show gradual improvement, driven by the implementation of structured approaches like fluency routines, problem-solving strategies, and the Learning Framework in Number (LFIN). Despite this progress, continued focus is needed in Year 5 mathematics, where achievement has lagged slightly behind, and in ensuring all students—particularly high achievers—are sufficiently challenged.

Support for at-risk students has been effective, with intervention programs and LSO support leading to better learning outcomes for those requiring additional help. However, there is a growing need to refine differentiation practices across all year levels to cater more effectively to the full range of learners, including those performing above standard. Teachers have shown increased confidence and consistency in delivering curriculum content, especially in English, thanks to targeted professional learning and the adoption of school-wide instructional frameworks. Further attention is needed to embed consistent writing and spelling practices in senior grades to ensure ongoing growth and alignment.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	440	68%
	Year 5	495	72%
Numeracy	Year 3	418	78%
	Year 5	492	72%
Reading	Year 3	432	86%
	Year 5	512	82%
Spelling	Year 3	412	64%
	Year 5	487	64%
Writing	Year 3	428	90%
	Year 5	521	87%

*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 empower students through voice, agency and leadership to strengthen an inclusive and positive climate which enhances learning.

- That a culture that values and nurtures student voice, agency and leadership (VAL) is embedded across the school.

Achievements

This year, we continued to prioritise the wellbeing, inclusion, and voice of our students through a range of purposeful initiatives:

Student Voice and Agency

Students played an active role in shaping their learning by contributing to the pre-planning and action phases of the Inquiry Cycle. Through Discovery learning and the use of KWL charts, students helped guide the direction of classroom units, ensuring relevance and engagement. Ongoing class discussions and regular check-ins further empowered students to share their ideas and take ownership of their learning.

Student Leadership Opportunities

St. Peter's offered a wide range of leadership opportunities that fostered responsibility and school pride. Students served as School and Sports Captains, Mini Vinnies leaders, and took on roles in the school production, from performing to behind-the-scenes coordination. They also led assemblies, conducted school tours, mentored peers through the Buddies Program, and initiated lunchtime clubs, promoting cross-age connections and inclusivity.

Social and Emotional Learning

Social and emotional development was supported through The Resilience Project, delivered by a specialist teacher and focused on gratitude, empathy, mindfulness, and emotional literacy. Updates to the St Peter's Teaching and Learning Book further strengthened the school's commitment to Social and Emotional Learning and effective behaviour management practices.

Behaviour and Expectations

To create clarity and consistency, school rules were streamlined into three student-friendly expectations. At the start of the year, each class collaboratively developed rights and

responsibilities, which were revisited regularly to maintain a positive and respectful learning environment.

Safe and Responsible Use of Technology

Updated ICT agreements guided students in using technology safely and responsibly. These agreements promoted positive digital citizenship and supported a culture of respectful and secure online behaviour across all year levels. In addition to this we also had police in partnership with the federal police unit come to speak to our students and families about internet safety through the ThinkUKnow program.

Inclusive Education and Diversity

An external audit by Catherine Henbest provided affirming feedback and clear recommendations to strengthen inclusive practices across the school. In addition, the appointment of a Mental Health in Primary Schools (MHIPS) leader supported the emotional wellbeing of students, reinforcing the school's commitment to diversity and inclusion.

Health and Safety Support

The school nurse continued to provide essential care and guidance, promoting health and wellbeing for both students and staff. The implementation of the Safe Smart Schools platform has enhanced staff access to critical health and safety documentation, ensuring a safer and more responsive school environment.

Value Added

Our ongoing focus on student wellbeing has delivered meaningful benefits that go beyond academic success, fostering a safe, inclusive, and empowered school environment. The following outcomes reflect the value added through our efforts in this area:

Empowered Student Voice

Involving students in planning and decision-making has fostered a greater sense of ownership and engagement in their learning. Student-driven initiatives and feedback loops have created a culture where all voices are heard and valued.

Increased Confidence and Leadership Skills

A wide range of leadership roles and responsibilities—both formal and informal—have nurtured confidence, teamwork, and responsibility among students. These opportunities promote student initiative and build key life skills.

Stronger Peer Relationships and Inclusion

Student-led programs like the P–2 Lunch and Recess Clubs have enhanced cross-age connections, supported younger students, and contributed to a more inclusive school culture.

Improved Social and Emotional Literacy

Through continued engagement with The Resilience Project and classroom-based SEL practices, students are better equipped to manage emotions, demonstrate empathy, and build healthy relationships.

Positive and Respectful Behaviour

Simplified and student-owned school rules, along with co-constructed classroom agreements, have led to greater student understanding of behavioural expectations and contributed to a more respectful learning environment.

Safer Digital Citizenship

Updated ICT agreements and regular guidance have supported students in developing responsible digital habits, preparing them for learning in an increasingly connected world.

Stronger Support for Diverse Needs

The Learning Diversity Audit affirmed inclusive practices and highlighted opportunities for continued growth, ensuring all learners feel seen, supported, and valued.

The introduction of the MHIPS leader has added another layer of targeted support for students navigating mental health and wellbeing challenges.

A Whole-School Commitment to Wellbeing

Ongoing involvement of the school nurse and the implementation of Safe Smart Schools have contributed to a safer, healthier environment for all members of the school community, reinforcing our collective commitment to wellbeing.

Student Satisfaction

2024 MACSSIS Student survey data showed the following results where we were above the MACS school average:

Rigorous expectations - St Peter's 88% (MACS schools average 77%)

School Engagement - St Peter's 64% (MACS schools average 51%)

School Climate - St Peter's 70% (MACS schools average 59%)

Teacher-Student Relationships - St Peter's 82% (MACS schools average 71%)

School Belonging - St Peter's 78% (MACS schools average 69%)

Learning disposition - St Peter's 80% (MACS schools average 73%)

Student Safety - St Peter's 66% (MACS schools average 57%)

Enabling Safety - St Peter's 70% (MACS schools average 57%)

Student voice - St Peter's 60% (MACS schools average 56%)

Catholic Identity - St Peter's 67% (MACS school average 65%)

Student Attendance

At St Peter's, we recognise that regular attendance plays a crucial role in each student's academic progress and overall wellbeing. Throughout the year, we maintained strong procedures to monitor and support student attendance.

Parents are asked to notify the school of their child's absence by 9:00am via the Operoo online absence form. Unexplained absences are followed up promptly by our school nurse or a member of the administration team to ensure all students are accounted for each day.

When an explanation is not received, an SMS reminder is automatically sent to parents. Most families respond promptly, helping us maintain accurate records and stay informed about student attendance. For cases where absenteeism is linked to social-emotional concerns or school refusal, our Student Wellbeing Leader and Principal work closely together, including liaising with the MACS Student Wellbeing Unit as needed.

Family holidays are managed in line with our attendance expectations. Parents are required to notify the Principal in writing when a holiday is planned. The school reviews the timing of the absence in consultation with the class teacher to ensure minimal disruption to the student's learning. For holidays longer than two weeks, families are provided with an outline of key curriculum content that will be covered during the absence.

All correspondence related to absences is recorded and stored in the student's office file, supporting clear communication and consistent record-keeping.

Our ongoing commitment to proactive attendance management supports both student success and wellbeing across the school.

Average Student Attendance Rate by Year Level	
Y01	91.4
Y02	90.8
Y03	92.6
Y04	91.2
Y05	92.6
Y06	92.0
Overall average attendance	91.8

Leadership

Goals & Intended Outcomes

To establish a culture where feedback, engagement and wellbeing is lived throughout the school community.

- That authentic partnerships are strengthened and student learning is increased.
- That a culture of feedback is established for all staff to increase engagement.

Achievements

Based on the 2024 School Review Report, St. Peter's School has made strong progress toward achieving its Leadership and Management Goals and Intended Outcomes, particularly in cultivating a culture of feedback, engagement, and wellbeing, while fostering authentic partnerships and improving student learning outcomes.

In 2024, St. Peter's strengthened its leadership capacity through a significant restructure that included a clearly defined leadership team with roles dedicated to Teaching and Learning, Wellbeing, and Religious Education. This structure enhanced distributed leadership across year levels and deepened oversight of school improvement efforts. Middle leaders engaged in targeted training, and aspiring leaders were supported to grow into new roles, creating a more empowered and capable leadership team. These changes brought clarity and direction, with staff reporting improved alignment with school priorities and valuing the visibility and support of leadership. This was reflected in strong results across leadership-related MACSSIS staff domains, exceeding system averages.

A robust culture of professional learning and feedback was also embedded. Teachers engaged in mentoring, coaching, and feedback cycles using tools like planning templates and labsite observations. Feedback processes were built into ARM meetings and timetabled as part of staff routines, contributing to increased teacher confidence and stronger alignment with the school's strategic goals. While feedback was still developing for non-teaching staff, the shift represented a major step forward in professional engagement.

Collaboration was further supported through Professional Action Learning Teams (PALTs), where staff regularly met to reflect on data, adjust instruction, and share effective strategies. Support for early career and new staff was another area of growth. New teachers received structured mentoring and guidance, enabling smooth transitions into the school community. Staff feedback confirmed that the induction process fostered a sense of belonging and clarity

around expectations, with suggestions to expand this to new internal leaders and mid-year appointees for even stronger alignment.

Finally, the School Advisory Council (SAC) has laid the foundation for stronger partnerships with families, with future efforts focusing on increasing its visibility and engagement through improved communication and parent participation in school events.

Expenditure And Teacher Participation in Professional Learning
List Professional Learning undertaken in 2024
<p>Mathematics Termly PLMS - Professional Learning Meetings</p> <p>Vision for Instruction Termly PLMs</p> <p>Teach Well Termly PLMs</p> <p>Staff Spirituality / Dare to Lead Faith Formation Days</p> <p>RE PLMS- Prayer, Pedagogy of Encounter & Provocations, Professional Dialogue, Co-created Prayer</p> <p>Wellness meditation - all staff</p> <p>Cued articulation (P - 2 teachers)</p> <p>Initial Lit PD - (3 teachers)</p> <p>Supporting provisional teachers - 3 teachers</p> <p>Epi-pen training (2 staff)</p> <p>First Aid (CPR, Anaphylaxis & Asthma) - all teachers/leaders/2 LSOs</p> <p>Mandatory Reporting online</p> <p>Disability Standards online</p> <p>Team Teach PD (10 staff)</p> <p>The Resilience Project</p> <p>Speech Pathology for Schools, Learning Support Officers Intervention Program (SLIP) Modules</p> <p>Leadership - Change Management Term 2, Weekly</p> <p>5 Day HSR training course</p> <p>Essentials of emergency Nursing 2 days - 1 staff</p> <p>Thought Coach -1 staff</p>

Expenditure And Teacher Participation in Professional Learning	
Number of teachers who participated in PL in 2024 = \$24,034.43	
Average expenditure per teacher for PL \$511	
Number of teachers who participated in PL in 2024	47
Average expenditure per teacher for PL	\$511.00

Teacher Satisfaction

The 2024 MACSSIS data reflects a high level of teacher satisfaction at St. Peter's, particularly in areas related to collaboration, leadership, and school climate. Staff reported strong collegial relationships and felt well-supported by leadership, which aligns with the reviewer's observations of a positive and professional working environment. While feedback was identified as an area for growth, overall results exceeded MACS averages in most domains, highlighting a school culture that fosters trust, professional growth, and a shared commitment to improving student outcomes.

MACSSIS 2024 Staff survey data showed the following where we were at or above the MACS school average:

Student Safety - St Peter's Staff 67% favourable (MACS schools average 67%)

School climate - St Peter's Staff 84% (MACS schools average 73%)

Staff Leadership relationships - St Peter's 84% (MACS schools average 81%)

Instructional leadership - St Peter's 68% (MACS schools average 57%)

Feedback - St Peter's 50% (MACS schools average 41%)

School Leadership - St Peter's 71% (MACS schools average 59%)

Staff Safety - St Peter's Staff 73% favourable (MACS schools average 68%)

Psychological safety - St Peter's 65% (MACS schools average 65%)

Collaboration around an improvement strategy - St Peter's 78% (MACS schools average 67%)

Collaboration in teams - St Peter's 83% (MACS schools average 70%)

Support for teams - St Peter's 75% (MACS school average 68%)

Collective efficacy - St Peter's 85% (MACS schools average 75%)

Teacher Qualifications	
Doctorate	0
Masters	5
Graduate	3
Graduate Certificate	4
Bachelor Degree	33
Advanced Diploma	6
No Qualifications Listed	10

Staff Composition	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	49
Teaching Staff (FTE)	42.3
Non-Teaching Staff (Headcount)	38
Non-Teaching Staff (FTE)	22.32
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

To establish a culture where feedback, engagement and wellbeing is lived throughout the school community.

- That authentic partnerships are strengthened and student learning is increased.

Achievements

St Peter's has made significant strides in establishing a culture rooted in feedback, engagement, and wellbeing throughout the school community. The leadership team is approachable and visible, contributing to a welcoming environment where families feel supported and included. Communication has been a particular area of growth, with effective use of newsletters, digital platforms, and regular teacher updates helping to keep families informed and engaged in their children's learning. The school continues to foster authentic partnerships through active parent participation in groups such as Supporting St Peter's and Community Spirit, as well as involvement in a wide range of school events and celebrations.

To further support families, the school has introduced parent information sessions, welcome packs for new enrolments, and access to learning portals that offer ongoing insight into student progress. Initiatives like 'Toddler Tales' and well-structured transition programs have strengthened community ties and provided meaningful support for students at key educational stages. While these achievements have laid a strong foundation, the school recognises the opportunity to continue refining the clarity and function of parent groups, ensure consistency in communication about learning, and further educate families on the school's teaching approaches and wellbeing strategies. These steps will help to deepen parent engagement and enhance student success.

Parent Satisfaction

Parent satisfaction at St Peter's is strong, with the 2024 MACSSIS Parent Survey data reflecting a positive perception of the school's efforts to create a welcoming, safe, and engaging environment for families. The school scored above the MACS average in both 'Barriers to Engagement' and 'Student Safety', indicating that parents feel well-supported and able to participate meaningfully in their child's education, and that they trust the school to provide a safe learning environment. These results align with reviewer insights, which highlighted the school's approachable leadership, strong communication channels, and visible staff presence as key contributors to parent confidence and engagement. Parents also

valued the timely updates on student progress, the support provided during key transition periods, and the opportunities to be involved in school life, all of which affirm the school's commitment to building authentic partnerships with families.

2024 MACSSIS Parent survey data showed the following results where we were above the MACS school average:

Barriers to Engagement - St Peter's 67% (average MACS schools 64%)

Student safety - St Peter's 71% (average MACS schools 70%)

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.spkeiloreast.catholic.edu.au