



Melbourne Archdiocese
Catholic Schools

2024

Annual Report to the School Community



St Peter's School

2A Killeen Street, SUNSHINE SOUTH WEST 3020

Principal: Grace Frazzica

Web: www.spsunshinesw.catholic.edu.au

Registration: 1784, E Number: E1308

Principal's Attestation

I, Grace Frazzica, 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 26 May 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

Untied in community,
Building on foundations for life and faith,
Unlocking potential in all

‘Come Follow Me’ (Mt 4:18)

School Overview

St. Peter's Catholic Primary School – 2024 Overview

Nestled in the heart of South West Sunshine, just fifteen kilometres from Melbourne's central business district, St. Peter's Catholic Primary School is a welcoming, vibrant and inclusive learning community. Established in 1979 as part of the St. Paul's West Sunshine Parish, St. Peter's has grown into a boutique school known for delivering a personalised education experience where every child is seen, valued and supported to thrive.

At St. Peter's, learning and wellbeing go hand in hand. We believe children flourish when they feel safe, connected and empowered. The Berry Street Education Model underpins our approach to wellbeing, supporting students to build resilience, foster positive relationships, and develop strong social-emotional skills. We are proud of our warm, family-oriented culture, where partnerships with parents and carers are deeply valued. Together, we work to make learning visible, meaningful, and accessible for every child.

Our commitment to academic excellence is driven by a triangulation of data—teacher observations, student assessments and learning conversations—which enables us to deliver personalised learning pathways for every student. This approach ensures that every child's strengths are celebrated and their challenges supported, with targeted interventions and enrichment programs guided by evidence-based practice.

We offer a rich and diverse curriculum, with classroom teachers delivering core learning programs complemented by specialist classes in Physical Education, Spanish, Visual Arts, Music and Drama. Students requiring extra support benefit from tailored intervention programs, co-designed by classroom teachers and the leadership team.

St. Peter's boasts exceptional facilities. Our spacious suburban grounds include a full-size gymnasium, a football oval, two soccer pitches, a cricket pitch, multiple sandpits, and adventurous playgrounds—providing students with ample opportunities for outdoor play, exploration and physical development.

At St. Peter's Catholic Primary School, we are proud to be a community where every child matters, and where learning is guided by faith, driven by data, and delivered with heart.

Principal's Report

Dear Families,

It is with great pride and gratitude that I present the 2024 Principal's Report for St. Peter's Catholic Primary School. As my first year serving as Principal, it has been a privilege to lead this vibrant, faith-filled and future-focused learning community.

2024 has been a year of growth, renewal and purposeful direction. A key highlight was the formation of a refreshed leadership team, which included welcoming a passionate leader overseeing both Numeracy and ICT. Their dual role has brought valuable expertise and momentum to our work in digital innovation and mathematical excellence. We were also pleased to welcome a new Religious Education Leader (REL), further strengthening our Catholic identity and commitment to faith in action.

This year marked the beginning of our school-wide implementation of the MACS Vision for Instruction, with a strong focus on explicit teaching. Our staff embraced this direction with enthusiasm and professionalism, and we are already seeing positive outcomes in student engagement, clarity of instruction and learning growth.

Our school community also came together to celebrate our biannual school production, a joyful event that once again showcased the creativity, talent and collaboration of our students and staff. These shared experiences continue to shape the rich culture and spirit of St. Peter's.

In 2024, our school was proud to be recognised on multiple platforms for its innovative approach to learning. We were honoured to receive:

- Google Reference School status
- The Global EdTech Award for Best Independent School Digital Transformation
- A 5-Star Innovation Award from The Educator magazine

These achievements are a testament to the incredible dedication and forward thinking of our staff and the deep engagement of our students.

As we reflect on this year, I remain deeply grateful for the support of our families, the commitment of our educators and the joy our students bring to learning. Together, we continue to grow as a learning community that is inclusive, aspirational and grounded in Gospel values.

I look forward to building on this strong foundation in the years to come.

Ms. Grace Frazzica

Principal

St. Peter's Catholic Primary School

Catholic Identity and Mission

Goals & Intended Outcomes

The following are St. Peter's Annual Action Plan Goals and Intended Outcomes in the Catholic Identity and Mission Sphere:

Priority 1

Goal:

To strengthen staff self efficacy and autonomy to be effective change agents of their own practice.

Intended Outcome:

That leaders have a visible, comprehensive and explicitly planned approach to whole-school improvement, focused on data-informed, evidence-based and co-constructed action that is collaborative and aligned to improving student learning outcomes.

Achievements

In 2024, St. Peter's Catholic Primary School continued to deepen our commitment to faith formation, liturgical engagement and social justice, guided by the principles of the St. Peter's Way and the Normativity of the Future approach.

Liturgical Life and Sacramental Celebrations

Throughout the year, the school community actively participated in various liturgical events and sacramental programs:

- **Masses and Liturgies:** Celebrations included the Staff Beginning of Year Mass, Student Beginning of Year Liturgy, Ash Wednesday Mass, and participation in the Zone Mass. Feast days such as St. Peter and St. Paul, St. Anne and St. Joachim (Grandparents Day), Feast of St. Mary MacKillop, the Assumption of Mary, St. Anthony Claret, All Souls and All Saints Day were observed. The year concluded with the Graduation Mass, End of Year School Mass, and End of Year Staff Mass.
- **Sacramental Programs:** Students engaged in Reconciliation, Eucharist and Confirmation programs. Each program included a Family Night, a Reflection Day (held at venues like St. Joseph's by the Sea and the Mary MacKillop Heritage Centre), and

participation in Parish Masses where candidates distributed 'Pray for Me' bookmarks. The sacraments were celebrated in collaboration with the parish community.

- **Easter Liturgy:** All classes co-constructed representations of Jesus' Journey to the Cross, fostering a collaborative and reflective school-wide observance of Easter.

Religious Education Pedagogy and Professional Learning

The school emphasised the integration of contemporary religious education practices:

- **St. Peter's Way and Normativity of the Future:** Staff Professional Learning Teams (PLTs) focused on reinforcing these approaches, exploring true recontextualisation, and embedding them into classroom practices.
- **Facilitated Planning:** Collaborative planning sessions utilised data, biblical commentaries and the Religious Education curriculum to design meaningful religious provocations across all teaching teams.
- **Pedagogical Practices:** Teachers modeled and implemented pedagogies such as dialogue, Bibliodrama, and Godly Play, enhancing student engagement and understanding.
- **Assessment Strategies:** Pre-assessments were conducted to uncover students' prior knowledge, while post-assessments provided insights into the effectiveness of teaching strategies and informed future planning.
- **Visio Divina:** Staff engaged in Visio Divina sessions, reflecting on images such as the Pentecost and the Visitation, to deepen their spiritual and pedagogical insights.

Community Engagement and Social Justice

St. Peter's fostered a strong sense of community and social responsibility:

- **Mini Vinnies Program:** The Religious Education Leader (REL) facilitated the Mini Vinnies group, promoting awareness of social justice issues. Activities included organizing a whole-school fete, with proceeds supporting charitable causes, and engaging students in discussions and actions aligned with Catholic Social Teachings.
- **St. Patrick's Day Mass:** School leaders attended the annual St. Patrick's Day Mass, celebrating Catholic Education and strengthening ties with the broader Catholic community.

Value Added

- Consistent integration of the St. Peter's Way and Normativity of the Future approach across all aspects of religious education.
- Enhanced teacher capacity through targeted professional learning and collaborative planning.
- Active student participation in liturgical celebrations and sacramental programs, fostering a vibrant faith community.

- Empowerment of students to lead social justice initiatives, reflecting the school's commitment to living out the Gospel values.

Through these initiatives, St. Peter's Catholic Primary School has continued to nurture a dynamic and faith-filled learning environment, responsive to the spiritual and educational needs of its community.

Learning and Teaching

Goals & Intended Outcomes

The following are St. Peters' Annual Action Plan Goals and Intended Outcomes in the Learning and Teaching Sphere:

Priority 1

Goal:

To strengthen staff self efficacy and autonomy to be effective change agents of their own practice.

Intended Outcomes:

- That leaders have a visible, comprehensive and explicitly planned approach to whole-school improvement, focused on data-informed, evidence-based and co-constructed action that is collaborative and aligned to improving student learning outcomes.
- That staff use student evidence and data to inform their understanding of what a change agent is.
- That staff track their own professional growth using the AITSL standards.

Priority 2

Goal:

To equip students to be active decision makers and empowered innovators to unlock their learning potential.

Intended Outcomes:

- That leaders have a visible, comprehensive and explicitly planned approach to whole-school improvement, focused on data-informed, evidence-based and co-constructed action that is collaborative and aligned to improving student learning outcomes.
- That staff are aware of when to release control.
- That leaders and staff facilitate ongoing opportunities for dialogue between all members of the community, utilising the collective voice to inform the schools culture and educational approach.
- That students share their learning with their families and the broader community.

Achievements

In 2024, St. Peter's Primary School continued to prioritise excellence in learning and teaching, with a strong focus on evidence-based literacy practices, systematic phonics instruction and the development of teacher capacity. Through structured professional learning, collaborative planning, and data-informed instruction, the school upheld its commitment to delivering high-quality education that meets the diverse needs of all learners.

Assessment and Data-Driven Instruction

- Comprehensive literacy and numeracy assessments were administered across all year levels, including ACER PAT, Essential Assessment, and NAPLAN Online, ensuring timely and accurate data collection.
- The SPA student tracker was updated to monitor student progress, and assessment schedules were developed and communicated to staff.
- Tier 2 assessments were conducted to identify students requiring additional support, informing targeted interventions.
- Extension programs were implemented to challenge and extend high-ability students, providing opportunities for them to develop their talents and abilities across various subjects.

Professional Learning and Pedagogical Development

- Staff engaged in professional learning focused on the Science of Reading, including attendance at SOLAR workshops and sessions with literacy expert Deb Sukarna, enhancing understanding of effective writing instruction.
- Professional Learning Teams (PLTs) facilitated collaborative planning and moderation of assessments, promoting consistency and shared best practices.
- The leadership team participated in MACS Vision for Instruction days, aligning school practices with broader educational goals.

Systematic Phonics and Literacy Instruction

- Explicit teaching of phonics was implemented across all year levels, with structured programs ensuring consistency and progression.
- Reader's notebooks, reading folders and class libraries were established from Years P-6, to support reading routines and foster a love of reading.
- Explicit Writer's Workshop models were introduced in Prep to Year 2, providing students with opportunities to develop writing skills through structured and creative activities.

Curriculum Planning and Differentiation

- Weekly facilitated planning sessions enabled teams to design inquiry-based units and Religious Education experiences, incorporating curriculum mapping and differentiation strategies. This approach ensured that learning was tailored to meet the diverse needs of students, fostering engagement and deeper understanding.
- In Literacy and Numeracy, structured planning sessions focused on explicit instruction, systematic phonics, and the integration of formative assessments to monitor student progress and inform teaching practices. These collaborative efforts aimed to create a cohesive and responsive curriculum that supports all learners.
- Adjustments for diverse learners were documented and implemented, ensuring inclusive practices and equitable access to the curriculum.

Technology Integration and Resources

- Chromebooks were distributed to students in Years 1–6, supporting digital learning initiatives and providing access to a wide range of educational tools.
- Google Classroom was utilised for home learning and classroom activities, enhancing communication and resource sharing among students, teachers and families.
- ICT agreements were reviewed and updated to reflect current practices and ensure responsible use of technology.
- Students were taught to code using a variety of platforms, including Scratch, Code.org, and CoSpacesedu, allowing them to share their thinking and learning through interactive projects and games.

Community Engagement and Support

- Information sessions were held for Prep families on literacy and home reading, fostering partnerships between school and home.
- A Family Maths Night, featuring educator Michael Ymer, engaged families in mathematical thinking and problem-solving activities.
- A Cyber Safety Information Night provided guidance to families on safe and responsible use of technology.

Learning Diversity and Student Support

- The school conducted NCCD moderation and quality assurance processes, ensuring accurate identification and support for students with disabilities.
- Learning Diversity PLTs and consultations were held regularly, facilitating collaboration among staff to address student needs.
- Allied health consultations, including NDIS, OT and speech therapy, were coordinated to support student development.
- A registered nurse was recruited to the staff, enhancing the school's capacity to support student health and well-being.

Learning and Teaching Highlights

- Student engagement increased across the school, supported by innovative teaching strategies and the strategic use of technology to make learning visible and accessible.
- Teacher capacity in evidence-based literacy practices, particularly in understanding how a person learns to read, deepened through professional learning with Deb Sukarna and SOLAR training on the Science of Reading.
- A whole-school electronic database was embedded into practice, in order to track student progress in Literacy and Numeracy, strengthening our ability to monitor growth over time and tailor teaching to meet individual learning needs.
- Facilitated planning continued to ensure teachers were well supported in delivering high-quality, differentiated curriculum aligned with the Victorian Curriculum.
- Partnerships with families grew stronger through initiatives like our Family Literacy and Numeracy Nights, and the continued use of AI-supported communication to overcome language barriers.
- Students in Prep to Year 2 engaged in structured reading and writing routines, including the introduction of Explicit Writer's Workshop and systematic phonics instruction.
- A 9-day intensive swimming program provided valuable opportunities for students to build confidence, physical skills, and safety awareness.
- A variety of clubs were established, including Board Games, Art and Craft, Coding, Choir and Social Justice Clubs, providing students with opportunities to explore interests and develop new skills during break times.

These highlights reflect our commitment to continuous improvement, inclusive practices and high expectations for all learners.

Student Learning Outcomes

In 2024, literacy was a key focus area at St. Peter's as we worked to strengthen our students' reading, writing and comprehension skills.

Year 3 NAPLAN - Literacy

Across the different Literacy domains assessed, a significant number of students, ranging from 26% to nearly 39%, are performing one or more years above the expected standard, showcasing the impact of high-quality teaching and deep student engagement.

Approximately half of all students are working confidently at the expected level, while a smaller group of learners are receiving targeted support to help them grow.

These results are a cause for celebration and reflect our commitment to meeting the needs of every learner at St. Peter's.

Year 5 NAPLAN - Literacy

Across the four Literacy domains, between 31% and an impressive 52% of students are performing one or more years above the expected standard, highlighting the strength of our instructional approach and the enthusiasm of our learners.

Close to half of the students are confidently working at the expected level, and a smaller number are receiving the support they need to progress.

These results reflect our school's deep commitment to academic excellence, personalised learning, and helping every child flourish.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	398	50%
	Year 5	502	71%
Numeracy	Year 3	400	62%
	Year 5	485	62%
Reading	Year 3	392	69%
	Year 5	497	77%
Spelling	Year 3	399	62%
	Year 5	516	76%
Writing	Year 3	415	72%
	Year 5	512	91%

*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

The following are St. Peters' Annual Action Plan Goals and Intended Outcomes in the Student Wellbeing Sphere:

Priority 1

Goal:

To strengthen staff self efficacy and autonomy to be effective change agents of their own practice.

Intended Outcomes:

- That leaders have a visible, comprehensive and explicitly planned approach to whole-school improvement, focused on data-informed, evidence-based and co-constructed action that is collaborative and aligned to improving student learning outcomes.
- That staff use student evidence and data to inform their understanding of what a change agent is.
- That staff track their own professional growth using the AITSL standards.

Priority 2

Goal:

To equip students to be active decision makers and empowered innovators to unlock their learning potential.

Intended Outcomes:

- That leaders have a visible, comprehensive and explicitly planned approach to whole-school improvement, focused on data-informed, evidence-based and co-constructed action that is collaborative and aligned to improving student learning outcomes.
- That staff are aware of when to release control.
- That leaders and staff facilitate ongoing opportunities for dialogue between all members of the community, utilising the collective voice to inform the schools culture and educational approach.
- That students share their learning with their families and the broader community.

Achievements

In 2024, St. Peter's School continued to prioritise student voice, engagement and wellbeing, fostering a vibrant and inclusive school culture. Through active participation, leadership opportunities and targeted wellbeing initiatives, students were empowered to contribute meaningfully to the school community.

Student Leadership and Representation

- **Student Representative Council (SRC):** A new SRC was elected, comprising students from Prep to Year 6, ensuring a diverse representation of the student body. The SRC served as a platform for students to voice their ideas and concerns, actively participating in decision-making processes.
- **Leadership Roles:** The introduction of Drama Captains added to the existing leadership structure, which included School Captains, House Captains and Mini Vinnies leaders. These roles provided students with opportunities to develop leadership skills and contribute to various school initiatives.
- **Halogen Young Leaders Day:** School Captains and House Captains attended this event, gaining insights into effective leadership and bringing back valuable ideas to implement within the school.

Engagement through Arts and Service

- **School Choir:** The choir continued to rehearse and perform at school liturgies and events, fostering a sense of community and school spirit. Additionally, the choir visited local kindergartens, sharing their talents and promoting St. Peter's School.
- **Mini Vinnies:** The Mini Vinnies group remained active, engaging in social justice initiatives and community service projects, instilling values of empathy and service among students.
- **Lunchtime Clubs:** A variety of clubs were established, including Board Games, Art and Craft, Coding, Choir, and Social Justice Clubs, providing students with opportunities to explore interests and develop new skills during break times.

Wellbeing and Support Initiatives

- **Buddy System:** The Prep/Grade Five Buddy System continued, supporting new Prep students in their transition to school and fostering a sense of belonging.
- **Social Skills Groups:** Facilitated by the Student Wellbeing Leader and Mental Health Worker, these groups focused on emotional regulation, friendship building, conflict resolution, and preparing for the transition to secondary school.
- **Wellbeing Team:** The Student Wellbeing Leader, Mental Health Worker, and Principal met regularly to strategically plan and promote wellbeing and mental health initiatives across the school.

Curriculum Integration and Professional Development

- **Relationship Building:** Classroom and specialist teachers dedicated the first day to building relationships with students, setting a positive tone for the year.
- **Professional Development:** The Mental Health and Student Wellbeing Leader attended training modules on Mental Health in Primary Schools, focusing on building capacity and supporting student needs.
- **Graduate Support:** The Deputy Principal provided weekly mentoring sessions and classroom modelling for graduate teachers, focusing on classroom management and student wellbeing.

Community Engagement and Awareness

- **National Week of Action Against Bullying and Violence:** The school supported this initiative with the theme 'Everyone Belongs' engaging students in lessons and activities promoting inclusivity and respect.
- **Wellbeing Surveys:** The Student Wellbeing Leader administered the PAT-SEW (Social Emotional Wellbeing) survey to Years 1–6 and a Google Form Wellbeing Survey to Prep students, gathering data to inform future initiatives.

Value Added

St. Peter's School enhanced student voice, engagement, and wellbeing through diverse leadership opportunities, including the new SRC and Drama Captains, and participation in events like Halogen Young Leaders Day.

The school fostered a vibrant community spirit via ongoing activities such as the School Choir's performances and outreach, Mini Vinnies' social justice projects, and varied lunchtime clubs that nurtured student interests.

Wellbeing was supported by programs like the Prep/Grade Five Buddy System, targeted social skills groups, and strategic planning by the Wellbeing Team.

Teachers focused on relationship-building and professional development to support student needs, with graduate teachers receiving dedicated mentoring.

Community engagement was strengthened through participation in the National Week of Action Against Bullying and Violence and wellbeing surveys that guided future initiatives. This holistic approach cultivated an inclusive, supportive environment empowering students to contribute meaningfully to school life.

These initiatives have not only enhanced the learning environment but have also contributed to the holistic development of our students, preparing them to be active, engaged and compassionate members of society.

Student Satisfaction

Student Satisfaction – MACSSIS 2024

The 2024 MACSSIS student survey results reflect a highly positive experience for students at St. Peter's Catholic Primary School, with significant growth across key indicators compared to previous years.

Notably, School Engagement rose to 96%, highlighting how invested students feel in their learning. A perfect 100% of students agreed that their teachers have high expectations of their effort, understanding, and persistence. The School Climate score also reached 100%, demonstrating students' strong sense of being in a safe, respectful, and supportive learning environment.

Students reported a 99% satisfaction rate in student-teacher relationships, revealing the strength of connections both in and beyond the classroom. School Belonging climbed to 98%, reinforcing that students feel valued and included in the school community.

In terms of wellbeing, Student Safety scored 98%, indicating that both physical and psychological safety are being effectively prioritised. Encouragingly, Student Voice was rated at 99%, showing that students feel heard and empowered to contribute to school life.

Across all domains, student satisfaction has improved from previous years, particularly in areas such as connectedness, learning disposition (96%), and management of bullying, reflecting the school's ongoing commitment to student wellbeing, strong relationships, and inclusive, responsive learning.

Student Attendance

At St. Peter's Catholic Primary School, student attendance is actively monitored in line with the School Attendance Guidelines for all registered schools in Victoria. Classroom teachers record attendance daily using our electronic student management system to ensure accuracy.

Unexplained absences are followed up promptly. If a student is absent without explanation, the school contacts parents or guardians on the same day, as soon as practicable, to ensure student safety and maintain clear communication. This applies to all students, including those of post-compulsory school age.

The Deputy Principal and the school's registered nurse share responsibility for overseeing daily attendance, ensuring data is accurate and follow-up processes are completed. Patterns of non-attendance are regularly reviewed and addressed in partnership with families to support consistent engagement.

At St. Peter's, we understand that wellbeing and a strong sense of connection are critical to encouraging regular attendance. When needed, the school works collaboratively with families and external agencies to identify and address barriers to attendance, ensuring students feel safe, supported, and ready to learn.

Through accurate record-keeping, timely communication, and proactive intervention, St. Peter's ensures every child is seen, supported, and given the best opportunity to thrive.

Average Student Attendance Rate by Year Level	
Y01	90.9
Y02	90.3
Y03	90.8
Y04	91.7
Y05	90.9
Y06	92.8
Overall average attendance	91.2

Leadership

Goals & Intended Outcomes

The following are St. Peters' Annual Action Plan Goals and Intended Outcomes in the Leadership Sphere:

Priority 1

Goal:

To strengthen staff self efficacy and autonomy to be effective change agents of their own practice.

- That leaders have a visible, comprehensive and explicitly planned approach to whole-school improvement, focused on data-informed, evidence-based and co-constructed action that is collaborative and aligned to improving student learning outcomes.
- That staff use student evidence and data to inform their understanding of what a change agent is.
- That staff track their own professional growth using the AITSL standards.

Priority 2

Goal:

To equip students to be active decision makers and empowered innovators to unlock their learning potential.

Intended Outcomes:

- That leaders have a visible, comprehensive and explicitly planned approach to whole-school improvement, focused on data-informed, evidence-based and co-constructed action that is collaborative and aligned to improving student learning outcomes.
That staff are aware of when to release control.
- That leaders and staff facilitate ongoing opportunities for dialogue between all members of the community, utilising the collective voice to inform the schools culture and educational approach.
- That students share their learning with their families and the broader community.

Priority 3

Goal:

To unite with families to make learning visible and accessible so they are equipped to advocate for their child's learning.

Intended Outcomes:

- That leaders and staff facilitate ongoing opportunities for dialogue between all members of the community, utilising the collective voice to inform the schools culture and educational approach.
- That students share their learning with their families and the broader community.

Achievements

In 2024, St. Peter's School in Sunshine West achieved significant recognition for its innovative approach to education and digital transformation. The school was honoured with the Global EdTech Award for Best School Digital Transformation (Independent School), acknowledging its effective integration of technology to enhance student and family engagement.

Additionally, St. Peter's was featured in The Educator's 5-Star Innovative Schools report, highlighting its commitment to pioneering educational practices.

Furthermore, the school earned the distinction of becoming a Google Reference School, joining an elite group of institutions recognized for their exemplary use of Google tools in education

Also, in 2024, St. Peter's School proudly welcomed 34 new Prep students and three new staff members, Ms. Christodoulou, Mrs. Ashiana Kishore and Ms. Johanna, into our vibrant and inclusive school community. Their arrival was supported by a clear and well-structured induction process for all staff at the beginning of the year, ensuring alignment with our school values, expectations and culture.

To foster clarity and cohesion across classrooms, we continued to refine and embed our whole-school approach to curriculum, pedagogy and operational systems, documented in our comprehensive guide, 'The St. Peter's Way'. This document serves as a central reference point, supporting consistency in practice and shared expectations across all learning environments.

Professional growth remained a central priority. Our Deputy Principal led school-wide professional learning centred on the AITSL Teaching Standards, working closely with each teacher to develop individualised Professional Learning Plans aligned with these national standards.

The annual Staff Conference centered on enhancing staff self-efficacy and agency, aiming to promote autonomy within the educational environment. The conference provided staff with strategies to build confidence in their professional capabilities and to take initiative in their professional practices. By fostering a sense of ownership and empowerment, the conference supported staff in developing autonomous decision-making skills, which are crucial for adapting to diverse educational challenges and for implementing innovative approaches to education. This emphasis on self-efficacy and agency aligns with research indicating that autonomy and confidence in one's abilities are key drivers of motivation and professional growth in educational settings.

School leaders engaged in high-impact professional learning through the MACS Flourishing Team, focusing on cognitive science principles and how the brain learns. This training, aligned with the Vision for Instruction, emphasised evidence-based strategies to enhance teaching and learning practices across the school.

Additionally, our Literacy and Numeracy Leaders participated in the Teach Well professional learning program, which provided in-depth training on explicit teaching methodologies. This program aimed to strengthen instructional practices in literacy and numeracy, ensuring that educators are equipped with effective techniques to improve student outcomes.

Across each term, leadership, classroom teachers and Learning Support Officers engaged in the Reinvent the Classroom Program, supporting our strategic continued use of technology as a powerful pedagogical tool. This aligns with our ongoing commitment to 1:1 Chromebooks and robust digital infrastructure, preparing students for a digitally fluent future.

We continued our valuable partnership with Deb Sukarna, who supported the development of teacher capacity in Writing, particularly in the area of explicit instruction. In Mathematics, staff worked closely with Michael Ymer, further embedding a consistent and rigorous whole-school approach to numeracy instruction.

Building on these achievements, St. Peter's collaborated with architects and the Melbourne Archdiocese Catholic Schools (MACS) Infrastructure Team to develop a comprehensive master plan for future renovations. This strategic initiative included submitting an application for a federal grant aimed at enhancing the school's facilities and learning environments. The master plan reflects the school's commitment to providing state-of-the-art educational spaces that support innovative teaching and learning practices.

These improvements, coupled with targeted professional development and a clear vision for teaching and learning, ensured that 2024 was a year of continued growth, innovation, and alignment at St. Peter's.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2024	
MACS Teach Well Literacy Master class MACS Teach Well Maths Master class MACS Teach Well Masterclass Series in High Impact Instruction Igniting Leadership Potential Michael Ymer Maths Professional Learning Deb Sukarna - Writing Revolution Professional Learning Religious Education - Normativity of the Future and Visio Divina ICT - embedding the use of Google Technology in the classroom Wellbeing - Restorative Practices Refugee Education Support Program Professional Learning - supporting the educational needs of refugee students and families. Learning Diversity - Disability Standards and NCCD Moderation First Aid and Anaphylaxis Training Emergency Management Training Promoting Staff Autonomy in order to be effective change agents	
Number of teachers who participated in PL in 2024	26
Average expenditure per teacher for PL	\$2842.00

Teacher Satisfaction

The 2024 MACSSIS staff survey results reflect a highly positive level of teacher satisfaction at St. Peter's Catholic Primary School. Our teachers reported feeling strongly supported in both their professional growth and daily practice, with 92% affirming the quality and coherence of professional learning opportunities provided throughout the year.

Collaboration continues to be a key strength at St. Peter's, with 98% of staff agreeing that teachers work effectively in teams to improve teaching and learning. Furthermore, 95% of

staff felt that school leadership sets clear and supportive conditions for collaboration, reinforcing our shared commitment to a culture of continuous improvement.

Staff confidence in the collective capacity to improve instruction is exceptionally strong, with 98% affirming that their colleagues have what it takes to make a meaningful impact on student learning.

Our positive school environment is also reflected in the high ratings of 99% for both the overall social and learning climate and student physical and psychological safety, demonstrating a shared belief in the importance of wellbeing as the foundation for effective learning and teaching.

These results affirm that our staff feel empowered, valued and united in our mission to deliver high-quality, personalised education for every student.

Teacher Qualifications	
Doctorate	0
Masters	2
Graduate	0
Graduate Certificate	2
Bachelor Degree	17
Advanced Diploma	0
No Qualifications Listed	6

Staff Composition	
Principal Class (Headcount)	4
Teaching Staff (Headcount)	30
Teaching Staff (FTE)	24.6
Non-Teaching Staff (Headcount)	12
Non-Teaching Staff (FTE)	7.85
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

The following are St. Peters' Annual Action Plan Goals and Intended Outcomes in the Community Sphere:

Priority 2

Goal:

To equip students to be active decision makers and empowered innovators to unlock their learning potential.

Intended Outcomes:

- That leaders have a visible, comprehensive and explicitly planned approach to whole-school improvement, focused on data-informed, evidence-based and co-constructed action that is collaborative and aligned to improving student learning outcomes.
- That staff are aware of when to release control.
- That leaders and staff facilitate ongoing opportunities for dialogue between all members of the community, utilising the collective voice to inform the schools culture and educational approach.
- That students share their learning with their families and the broader community.

Priority 3

Goal:

To unite with families to make learning visible and accessible so they are equipped to advocate for their child's learning.

Intended Outcomes:

- That leaders and staff facilitate ongoing opportunities for dialogue between all members of the community, utilising the collective voice to inform the schools culture and educational approach.
- That students share their learning with their families and the broader community.

Achievements

In 2024, St. Peter's School strengthened its commitment to fostering inclusive community engagement through a series of initiatives aimed at building meaningful connections with students, families and local institutions.

- **RESP Participation:** St. Peter's actively participated in the Refugee Education Support Program (RESP), collaborating with other schools to enhance support for students from refugee backgrounds. This involvement included professional development and team meetings to align practices with the program's objectives.
- **Family-School Partnerships:** The school implemented various strategies to strengthen family-school partnerships, such as hosting a Burmese Family Morning on Google Meets focused on Mathematics and organizing an inaugural Prep Family Breakfast on the first day of school.
- **Community Outreach:** Efforts were made to establish connections with local kindergartens, in order to create a collaborative network that benefits both institutions and the children we serve. These partnerships facilitate shared resources, joint events and a cohesive approach to early childhood education.
- **Cultural Engagement:** The school celebrated cultural diversity by organising a Mother's Day Breakfast and a Burmese Family Morning Tea, fostering a sense of community and inclusivity.
- **Secondary School Transitions:** Support was provided to Year 6 students and their families in transitioning to secondary education, including communication with secondary schools, assistance with applications and sharing information about open days and tours.

These initiatives reflect St. Peter's School's dedication to creating a supportive and connected community, ensuring that all families feel welcomed and engaged in their children's education.

Parent Satisfaction

The 2024 MACSSIS survey results reflect strong parent satisfaction and affirm St. Peter's Catholic Primary School's commitment to fostering genuine partnerships with families.

Parents expressed high confidence in the school's ability to meet their child's developmental needs, with 93% agreeing that St. Peter's provides an environment that supports their child's growth academically, socially, and emotionally. Similarly, 93% of families positively rated the social and learning climate, recognising the school as a safe, inclusive, and nurturing place where students feel connected and supported.

Communication remains an area of strength, with 89% of families satisfied with the timeliness, frequency and quality of communication from the school. These results reflect our ongoing efforts to keep families well-informed and engaged in their child's learning journey.

The school continues to prioritise transparent communication, collaborative relationships, and a personalised approach to education, ensuring every child and family feels seen, heard, and valued.

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.spsunshinesw.catholic.edu.au