



Melbourne Archdiocese
Catholic Schools

2025

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 2025 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 14 May 2026

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

Melbourne Archdiocese Catholic Schools (MACS) continues to take bold and ambitious steps, guided by our MACS2030 strategy, to empower our students to flourish and step into the world as the leaders of tomorrow.

In advancing our 2030 vision and our ambition to deliver world-leading Catholic education, we celebrate the significant progress made across our four areas of strategic focus. The safety and wellbeing of our staff and students underpins everything we do, enabling an environment where learning grows with purpose, leadership develops in capability and confidence, and our communities continue to thrive through our shared Catholic outlook.

Inspired by faith in the Jubilee Year of the Catholic Church in 2025, we successfully implemented our Faith Formation Framework, to further strengthen faith education, offering deeper opportunities for spiritual development and meaningful engagement for students, staff and leaders alike. Faith is at the heart of all our schools, grounding our mission and inspiring students, teachers and staff to grow and lead with integrity.

The official launch and implementation of the Vision for Engagement (VFE) strategy demonstrated impressive results in our community of Flourishing Learners.

Anchored in evidence-based practise, the VFE strengthens our system-wide teaching and learning approach and enhances the daily engagement of students through the explicit teaching of positive behaviour, reinforcement and consistency. It sets clear expectations about attendance and includes a sustained focus on student mental health and wellbeing.

For learners to flourish, students must be safe, which is why we are continuing to strengthen our safety processes and risk management culture. Our focus is on providing training and professional development for all staff to ensure student safety remains top of mind in every decision we make, every environment we shape and every interaction we have.

To strengthen the pillar of enabled leaders, MACS has established consistent standards across schools for cultivating inspiring, capable leaders for students to observe.

In the past year, our Pathways to Principalship Programme and Women in Leadership Programme have both strengthened our principal appointment process and introduced more flexible models of principalship.

It is inspiring to see our principals and teachers continue to raise the bar, reflected in the extraordinary number of nominations received in our Best Teachers campaign.

Finally, we continue to create new and enriched communities, with the opening of a new primary school and children's hub in Melbourne's growing north, ensuring families have access to high quality education no matter where they live.

MACS Early Years Education (MACSEYE) continues to expand early years and outside school hours care services across our schools and communities, with continued growth planned for 2026.

These investments are not simply about building infrastructure. They are about building a dynamic, Catholic education system where every child has an opportunity to learn, grow and thrive.

Thank you to all our students, staff, families and community members for being part of our journey so far, and we look forward to continuing to serve as a supportive and guiding presence in your children's lives.

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 is a welcoming, inclusive and future-focused Catholic learning community where every child is known, valued and empowered to flourish. Located in the heart of Sunshine West, the school combines strong relationships, evidence-informed teaching and a deep commitment to wellbeing in order to create a learning environment where students are supported to thrive academically, socially, emotionally and spiritually.

Grounded in the Catholic faith and inspired by the charisma of St. Peter, the school nurtures a culture of belonging, compassion and service while remaining open and welcoming to families of all backgrounds and faith traditions. Relationships sit at the centre of school life, with staff, students and families working in partnership to ensure every learner feels safe, connected and supported.

At St. Peter's, wellbeing and learning are viewed as inseparable. Guided by the school's Cognitive Readiness Model and innovative four-layer wellbeing ecosystem, the school prioritises emotional safety, relational trust and student agency as foundations for learning success. Consistent routines, restorative practices and responsive teaching approaches support students to develop confidence, resilience and strong emotional regulation skills. A comprehensive wellbeing infrastructure, including leadership, wellbeing staff, external partnerships, Mental Health in Primary Schools supports and Tilly the wellbeing dog, ensures that students receive personalised and holistic support when needed.

The school is committed to delivering high-quality teaching and learning through explicit instruction, evidence-informed practice and the Science of Learning. Teachers use ongoing assessment, student data and collaborative planning processes to personalise learning and ensure all students are appropriately challenged and supported. Literacy and numeracy improvement remain strong priorities, with teaching grounded in structured, research-aligned approaches that build strong foundations and maximise student growth.

Students engage in a rich and engaging curriculum that encourages curiosity, creativity, critical thinking and collaboration. Specialist programs in Physical Education, AUSLAN, Visual Arts, Music, Dance, Sustainability and Drama complement classroom learning and provide students with opportunities to discover and develop their strengths. Leadership opportunities, social justice initiatives, extracurricular programs and student voice structures such as the Student Representative Council empower students to actively contribute to their community and develop as confident leaders.

St. Peter's is recognised for its innovation and commitment to continuous improvement. As a Google Reference School and recipient of educational excellence awards, the school continues to embrace contemporary learning practices while remaining deeply committed to inclusion, equity and community.

Set within spacious grounds featuring outstanding indoor and outdoor facilities, St. Peter's Catholic Primary School is a place where learning is guided by faith, strengthened by relationships, informed by evidence and driven by a belief that every child can flourish.

Principal's Report

Dear Families,

It is with great pride and gratitude that I present the 2025 Principal's Report for St. Peter's Catholic Primary School. Throughout 2025, our school community has continued to grow as a vibrant, inclusive and future-focused learning environment where every child is known, valued and supported to flourish.

This year has been one of consolidation, innovation and continued growth. As a school community, we remained deeply committed to ensuring that wellbeing and learning work hand in hand. Guided by our St. Peter's Cognitive Readiness Model, we continued to strengthen a school culture grounded in relationships, emotional safety, high expectations and evidence-informed teaching practices. Our staff embraced this work with dedication and professionalism, ensuring students were supported socially, emotionally, spiritually and academically every day.

A significant focus throughout 2025 was the continued development of our four-layer wellbeing ecosystem. This whole-school approach brought together universal relational practices, targeted intervention supports, student voice and ongoing data-informed improvement to create a connected and sustainable framework for student wellbeing. Through consistent routines, restorative practices, wellbeing supports and strong partnerships with families and external agencies, we continued to foster a culture where students feel safe, connected and ready to learn. The ongoing work of our wellbeing team, Mental Health in Primary Schools (MHIPS) supports and Tilly, our wellbeing dog, continued to positively impact student wellbeing across the school community.

Teaching and learning remained a central priority throughout the year. Staff continued to deepen their implementation of the MACS Vision for Instruction and evidence-informed explicit teaching practices aligned to the Science of Learning. Professional learning focused on explicit instruction, cognitive load theory, literacy improvement, numeracy development and data-informed teaching practices to ensure high-quality instruction across all classrooms. Teachers worked collaboratively to analyse student growth, personalise learning and provide targeted intervention and extension opportunities that supported all learners to succeed.

Our commitment to innovation and excellence in education continued to be recognised beyond the school community. St. Peter's remained proud to be recognised as a Google Reference School and continued to build upon the innovative practices that have positioned our school as a leader in contemporary learning and digital transformation.

Student leadership, voice and agency also continued to flourish throughout 2025. Through the Student Representative Council, social justice initiatives, leadership opportunities, extracurricular programs and whole-school events, students were empowered to actively

contribute to school life and develop confidence, responsibility and a strong sense of belonging.

As always, the strength of St. Peter's lies within its people. I am deeply grateful to our dedicated staff for their unwavering commitment to our students and to our families for the trust, partnership and support they continue to show our school. Most importantly, I thank our students, whose joy, resilience, curiosity and enthusiasm continue to shape the heart of our community.

Together, we continue to build a learning community that is inclusive, aspirational and grounded in faith, where every learner is empowered to flourish.

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:

Goal:

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

Targets:

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 2025, St. Peter's Catholic Primary School continued to deepen its commitment to fostering a faith-filled learning community grounded in the Gospel values and the charism of St. Peter. Guided by the St. Peter's Way and the Normativity of the Future approach, staff and students continued to engage in rich opportunities for faith formation, dialogue, liturgical celebration and social justice.

Following in the footsteps of Jesus, St. Peter's continued to nurture a welcoming and inclusive community where all people are valued, respected and encouraged to belong. While proudly grounded in the Catholic tradition, the school remained open and welcoming to families of all faiths and backgrounds, recognising the richness that diversity brings to the community. Through dialogue, relationship building and inclusive practices, students were encouraged to explore faith, meaning and spirituality in ways that were authentic, respectful and connected to their lived experiences.

Throughout the year, the school community gathered regularly in prayer, liturgy and sacramental celebration. Significant events included the Staff Beginning of Year Liturgy, Student Beginning of Year Mass, Ss. Peter and Paul's Feast Day Mass, Ash Wednesday celebrations, Mother's Day Liturgy, Father's Day Liturgy and Easter Liturgies. These celebrations strengthened the spiritual life of the school and provided opportunities for students and families to actively participate in the Catholic tradition.

A major focus throughout 2025 was the continued embedding of the St. Peter's Way instructional playbook across the school. Staff Professional Learning Teams engaged in dialogue surrounding evidence-based teaching practices, explicit instruction, questioning techniques, assessment practices and curriculum mapping. The St. Peter's Way continued to provide a clear and consistent framework for teaching and learning, supporting alignment across classrooms and strengthening whole-school instructional practices.

Teachers continued to deepen their understanding of contemporary Religious Education pedagogies through modelling and professional dialogue around approaches such as dialogue, Bibliodrama and Godly Play. Staff also strengthened their use of pre-assessment and post-assessment practices to better understand student thinking and evaluate the effectiveness of Religious Education teaching and learning experiences.

Social justice remained an important focus within the school community. The Mini Vinnies group continued to promote awareness of Catholic Social Teachings and support community outreach initiatives. During the month of May, members of the Legion of Mary prayed the Rosary weekly with students from Years 3–6, strengthening students' understanding of Marian traditions and prayer.

The school choir continued to play an active role in liturgical celebrations and community events, contributing to the strong sense of faith and belonging experienced across the school.

Value Added

- Continued embedding of the St. Peter's Way and Normativity of the Future approach in Religious Education
- Strengthened teacher capacity through facilitated planning and Religious Education professional learning
- Increased use of dialogue-based pedagogies and reflective assessment practices
Strong student participation in liturgical celebrations and faith experiences
- Ongoing promotion of Catholic Social Teaching through Mini Vinnies and social justice initiatives
- Strengthened connections between faith, student voice and contemporary learning experiences
- Continued fostering of an inclusive and welcoming faith community open to all families and backgrounds

Through these initiatives, St. Peter's Catholic Primary School continued to nurture a contemporary, inclusive and faith-filled learning community that invites all students to encounter faith in meaningful and authentic ways. Inspired by the example of Jesus, the school remained committed to creating a welcoming environment where every child and family, regardless of faith background or culture, feels known, valued and connected.

Learning and Teaching

Goals & Intended Outcomes

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

Goal 1

To improve the mathematical proficiency of Year 3 and 4 students in multiplicative thinking, with a focus on fluency in multiplication and division, by the end of 2025.

Goal 2

To improve student achievement in Year 1/2, in decoding unfamiliar texts using phonics, by the end of 2025.

Goal 3

To improve student achievement in Year Prep, in phoneme segmentation, blending and phonemic awareness, by the end of 2025.

Achievements

In 2025, St. Peter's Catholic Primary School continued to strengthen its commitment to evidence-based teaching and learning, guided by the Melbourne Archdiocese Catholic Schools (MACS) Vision for Instruction and a growing focus on the Science of Learning. Through targeted professional learning, collaborative planning structures and data-informed practices, staff continued to build a consistent and high-impact approach to teaching across the school.

Professional learning remained a central focus throughout the year. Staff engaged in ongoing learning aligned with the MACS Vision for Instruction, Flourishing Learners and cognitive science principles, deepening understanding of how students learn best and how explicit teaching practices can maximise student outcomes.

Collaborative planning continued to be embedded across all year levels, with weekly facilitated planning sessions supporting teachers to co-construct curriculum, analyse student data and design differentiated learning experiences. Planning processes incorporated curriculum mapping, explicit teaching routines, assessment strategies and adjustments for diverse learners.

Assessment and data analysis remained central to school improvement practices. Beginning-of-year assessment schedules were implemented across Literacy and Numeracy, including DIBELS, PAT assessments, Essential Assessment and NAPLAN preparation. Staff engaged

in moderation processes and data tracking meetings to monitor student growth, identify intervention needs and inform targeted teaching practices.

In Literacy, St. Peter's further strengthened its structured approach to phonics, reading and writing instruction. Intervention and extension programs supported students across all levels of achievement, while additional support teachers were employed to provide targeted classroom intervention and extension. Teachers continued to deepen their understanding of evidence-based literacy instruction through MACS professional learning and Science of Learning approaches.

Numeracy continued to be a strong focus area, with teachers engaging in professional learning and facilitated planning designed to strengthen explicit Mathematics instruction and student reasoning skills. Staff participation in Literacy and Numeracy Networks strengthened alignment with current research and system priorities.

Technology continued to support accessibility and engagement across the school. Google Classroom remained embedded across Prep to Year 6, supporting communication, collaboration and learning continuity. Students utilised Google Workspace tools to create, communicate and showcase their learning in multimodal ways.

The school also continued to utilise technology to overcome language barriers and strengthen family engagement. When required, students used Google Translate, Google Docs, Google Sites and visual supports to translate and share their learning with families in home languages. These practices empowered families to engage more deeply in their child's education and strengthened home-school partnerships.

Learning Diversity remained a key priority throughout 2025. Staff engaged in NCCD moderation, Learning Diversity PLTs, Team Around the Child meetings and allied health consultations to support targeted and personalised adjustments for students requiring additional support.

Learning and Teaching Highlights

Key highlights across teaching, learning and school improvement throughout 2025 included:

Strengthened evidence-informed teaching through the utilisation of MACS Vision for Instruction, explicit instruction and Science of Learning professional learning

Embedded consistent whole-school practices in planning, moderation, assessment and data-informed teaching across Literacy and Numeracy.

Continued to enhance inclusive learning environments through Structured Literacy, Learning Diversity supports and accessible digital technologies

These achievements reflect St. Peter's commitment to delivering inclusive, evidence-based and high-quality learning experiences that empower every student to flourish.

Student Learning Outcomes

In 2025, literacy continued to remain a strong focus at St. Peter's Catholic Primary School, with the school continuing to strengthen student outcomes in Reading, Writing, Spelling and Grammar through evidence-informed and explicit teaching practices.

The school's ongoing implementation of the MACS Vision for Instruction, combined with a strong focus on the Science of Learning, structured literacy approaches and targeted intervention, contributed to positive student growth and achievement across all literacy domains. Teachers continued to utilise assessment data, collaborative planning and responsive teaching practices to personalise learning and support all students to achieve growth.

2025 NAPLAN and Growth Over Time

In 2025, St. Peter's Catholic Primary School continued to demonstrate strong student achievement and growth in Literacy, reflecting the school's unwavering commitment to explicit instruction, evidence-informed teaching practices and high expectations for every learner.

NAPLAN results highlighted outstanding Year 5 Literacy outcomes across multiple domains. In Reading, an exceptional 95.24% of students achieved within the Strong or Exceeding proficiency levels, while 90.47% of students achieved within the Strong or Exceeding proficiency levels in Spelling. Writing outcomes also remained highly positive, with 80.95% of students achieving within the Strong or Exceeding proficiency levels.

The Year 5 cohort also demonstrated strong growth over time. When compared to the cohort's Year 3 NAPLAN results, substantial improvement was evident across Reading, Spelling, and Grammar and Punctuation proficiency levels. Reading achievement increased from 84.21% of students achieving within the Strong or Exceeding proficiency levels in Year 3 to 95.24% in Year 5. Spelling outcomes improved from 73.68% to 90.47%, while Grammar and Punctuation outcomes increased from 63.16% to 80.95%.

These results reflect the impact of the school's sustained focus on explicit literacy instruction, structured reading and writing approaches, targeted intervention and consistent evidence-informed teaching practices across all year levels. Staff continued to engage in ongoing professional learning aligned to the Science of Learning, explicit instruction and structured literacy approaches to further strengthen student outcomes and instructional consistency across the school.

Teachers worked collaboratively to analyse student progress, personalise learning and provide targeted intervention and extension opportunities to maximise student achievement and growth. Strong wellbeing practices, inclusive learning environments and responsive

teaching approaches also continued to support students to engage confidently and successfully in their learning.

These outcomes reflect St. Peter's continued pursuit of excellence and its deep commitment to creating a learning environment where all students are empowered to flourish as capable, confident and successful learners.

NAPLAN - Proportion of students meeting the proficient standards					
	2025 (current year)			2-Year Average	
Domain	Year level	Mean Scale score	Proportion	Mean Scale score	Proportion
Grammar & Punctuation	Year 3	*		*	
	Year 5	492	%	497	%
Numeracy	Year 3	*		*	
	Year 5	488	%	487	%
Reading	Year 3	*		*	
	Year 5	495	%	496	%
Spelling	Year 3	*		*	
	Year 5	501	%	509	%
Writing	Year 3	*		*	
	Year 5	503	%	508	%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate.

Data not reported for 2025 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:

Goal 1:

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

Targets:

- 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.

Goal 2:

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

Targets:

- 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 2025, St. Peter's Catholic Primary School continued to prioritise student wellbeing, belonging and engagement through a whole-school approach focused on relationships, inclusion and emotional safety. Guided by the school's Cognitive Readiness Model, wellbeing

continued to be viewed as foundational to learning, ensuring students were supported socially, emotionally and academically to flourish.

A significant achievement throughout 2025 was the continued strengthening of the school's four-layer ecosystem approach to wellbeing. This approach brought together universal relational practices, targeted intervention supports, student agency and ongoing data-informed improvement to create a connected and sustainable wellbeing framework across the school. Consistent routines, restorative practices, classroom circles and responsive teaching environments supported students to feel safe, connected and ready to learn, while targeted wellbeing interventions ensured students requiring additional support received coordinated and personalised care.

The school continued to strengthen its wellbeing structures through ongoing collaboration between leadership, wellbeing staff, teachers and external agencies. Social skills groups, intervention supports and individual wellbeing initiatives remained an important part of the school's approach. The school's Mental Health in Primary Schools (MHiPS) worker provided valuable support for students and families through early intervention, wellbeing check-ins, small group programs and collaboration with staff to strengthen student mental health outcomes.

Tilly, the school's wellbeing dog, continued to play a valued role within the school community. Through calm and supportive interactions, Tilly assisted students with emotional regulation, connection and wellbeing, contributing positively to the nurturing and inclusive culture of the school.

Students were also provided with ongoing opportunities to develop leadership, agency and voice across the school community. The Student Representative Council (SRC), consisting of representatives from Prep to Year 6, continued to play an important role in fostering student leadership and participation. Through meetings, initiatives and whole-school projects, students were empowered to contribute to decision-making, strengthen community connections and support positive change across the school. Student leadership opportunities, social justice initiatives and extracurricular activities further fostered belonging, confidence and participation.

Staff professional learning continued to focus on student wellbeing, responsive teaching relationships and creating supportive classroom environments. The school also maintained strong partnerships with families and external wellbeing services to ensure students received holistic and coordinated support. Through this layered and relational approach, St. Peter's continued to strengthen a school culture where all students were known, valued and supported to flourish.

Value Added

- Strengthened relational and restorative wellbeing practices

- Continued focus on student voice, belonging and engagement
- Strong collaboration between wellbeing staff, teachers and external agencies
- Ongoing social skills and intervention supports for students
- Professional learning focused on responsive teaching relationships
- Continued implementation of inclusive and culturally responsive wellbeing practices

These initiatives continued to foster a safe, inclusive and supportive school culture where every student is known, valued and supported to thrive.

Student Satisfaction

In 2025, St. Peter's Catholic Primary School continued to demonstrate exceptionally strong student wellbeing and engagement outcomes, significantly exceeding Melbourne Archdiocese Catholic Schools (MACS) system averages across multiple domains.

MACSSIS student voice data highlighted outstanding levels of student engagement, belonging and learning confidence. In 2025, 99% of students reported being excited to attend class, compared to the MACS average of 50%, while 96% reported being eager to participate in lessons. Student belonging outcomes were equally strong, with 96% of students reporting a strong sense of belonging at school and 99% reporting that adults at the school are supportive. Notably, 100% of students in Years 4–6 reported that adults at the school care about them and their future.

Student learning disposition data also reflected exceptionally strong learner confidence and resilience, with 99% of students reporting that doing well at school is important, 99% feeling confident completing their schoolwork successfully, and 99% reporting they try again when they do not succeed.

These outstanding results reflect the impact of the St. Peter's Cognitive Readiness Model and the school's four-layer wellbeing ecosystem, where wellbeing, relational safety and learning are intentionally embedded within everyday teaching and learning practices. Through strong wellbeing supports, restorative practices, student voice opportunities, the support of the school's Mental Health in Primary Schools (MHIPS) worker and Tilly, the wellbeing dog, students continued to feel safe, connected and ready to learn.

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	90.93
Y02	90.34
Y03	90.79
Y04	91.66
Y05	90.9
Y06	92.7

	6
Overall average attendance	9 1 . 2 3

Leadership

Goals & Intended Outcomes

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

Goal 1:

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.

Goal 2:

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

Targets:

- 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.

Goal 3:

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

Targets:

- 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 2025, St. Peter's Catholic Primary School continued to strengthen a culture of innovation, collaboration and instructional leadership, guided by a clear commitment to continuous improvement and student flourishing.

School leaders actively engaged in professional learning aligned with the MACS Vision for Instruction and Flourishing Learners framework, strengthening leadership capacity in evidence-based teaching, cognitive science and school improvement practices.

The leadership team prioritised building staff efficacy and collective capacity through ongoing coaching, facilitated planning and professional dialogue. Weekly planning meetings, staff professional learning and collaborative moderation opportunities supported a consistent and aligned approach to teaching and learning across the school.

Leadership practices throughout 2025 continued to foster a culture of high expectations, collaboration and continuous improvement across the school community. Through clear instructional leadership, consistent systems and a strong focus on staff development, leaders strengthened professional trust, enhanced collective efficacy and supported greater consistency in teaching practice across all year levels.

Leadership also continued to support the implementation of the school's cognitive readiness and wellbeing structures, ensuring relational safety, inclusion and student engagement remained central to school improvement efforts. Opportunities for distributed leadership continued to grow across the school, empowering staff and students to actively contribute to school improvement initiatives, wellbeing priorities and community engagement.

St. Peter's continued to strengthen its online presence and community engagement through strategic communication and digital innovation. The school also continued planning for future growth and development, including ongoing collaboration with MACS and external partners to support long-term strategic priorities and learning environments.

A significant highlight for the St. Peter's community was the recognition of Deputy Principal Ide Garvey, who received an Excellence Award and was recognised as a finalist for Deputy Principal of the Year in the Australian Education Awards. This recognition acknowledged leadership in evidence-based practice, inclusive education, innovation and whole-school improvement.

Leadership also continued to support the implementation of whole-school systems and structures that strengthened consistency, collaboration and staff professional growth.

Value Added

Continued implementation of leadership structures aligned with the MACS Vision for Instruction

- Strengthened staff collaboration and professional dialogue
- Ongoing facilitated planning and coaching structures
- Increased focus on instructional leadership and evidence-based practice
- Continued strengthening of community engagement and digital communication
- Recognition of leadership excellence through national education awards
- Strategic planning for future school growth and development

These achievements reflect St. Peter's continued commitment to innovation, leadership excellence and whole-school improvement.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2025	
<p>Professional Learning for Leaders</p> <ul style="list-style-type: none"> • Science of Learning • Explicit Instruction • Cognitive Load Theory • Flourishing Learners • Literacy and Numeracy Networks • Data analysis and evidence-informed practice • Collaborative planning and moderation processes • Learning Diversity practices, including NCCD moderation, personalised adjustments and targeted intervention planning • Student wellbeing and responsive teaching relationships • Use of Google tools to enhance accessibility and family engagement • Refugee Education Support Program (RESP) professional learning <p>Professional Learning for Teachers</p> <ul style="list-style-type: none"> • Science of Learning • Explicit Instruction • Cognitive Load Theory • Structured Synthetic Phonics instruction • Phonemic Awareness development • Understanding the progression of a reader • Scarborough’s Reading Rope • The Big 6 of Reading • DIBELS assessment and progress monitoring • Reading intervention and targeted support strategies • Writing moderation and curriculum alignment • Differentiation and inclusive classroom practices • Student wellbeing and responsive teaching relationships • Collaborative planning and moderation processes • Use of Google tools to enhance accessibility and family engagement • Refugee Education Support Program (RESP) professional learning 	
Number of teachers who participated in PL in 2025	23
Average expenditure per teacher for PL	\$3636.00

Teacher Satisfaction

Teacher satisfaction at St. Peter’s Catholic Primary School continues to reflect a highly positive and collaborative professional culture, with the school achieving an overall positive teacher endorsement score of 94% in 2025, significantly above the MACS average of 70%. Staff reported exceptionally strong perceptions in areas linked to teamwork and school improvement, including 100% positive endorsement for collective efficacy, demonstrating a shared belief that staff have what it takes to improve instruction and student outcomes.

Collaboration around an improvement strategy remained extremely strong at 99%, while collaboration in teams achieved 97%, highlighting the strength of professional partnerships across the school. Staff also expressed high levels of confidence in school climate (100%) and support for teams (96%), reflecting a culture where staff feel connected, valued and supported in their work. These results demonstrate the school’s sustained commitment to building a positive, high-performing professional environment focused on continuous improvement and collective success.

Teacher Qualifications	
Doctorate	
Masters	
Graduate	
Graduate Certificate	
Bachelor Degree	
Advanced Diploma	
No Qualifications Listed	

Staff Composition	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	26
Teaching Staff (FTE)	21.09
Non-Teaching Staff (Headcount)	14
Non-Teaching Staff (FTE)	8.62
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:

Goal 1:

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

Targets:

- 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.

Goal 2:

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

Targets:

- 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 2025, St. Peter's Catholic Primary School continued to strengthen partnerships with families and the wider community through inclusive, culturally responsive and relationship-focused initiatives.

The school maintained a strong commitment to welcoming and engaging families through events, workshops, communication strategies and community outreach programs. Staff

continued to foster meaningful relationships with families, ensuring communication remained accessible, supportive and responsive.

The Refugee Education Support Program (RESP) remained a significant initiative throughout the year. Fortnightly parent workshops were facilitated in partnership with Cultivating Communities, supporting family engagement, wellbeing and community connection. School newsletters and ongoing communication continued to update families on RESP initiatives and opportunities.

Strong partnerships with local kindergartens and childcare centres continued throughout 2025. School leaders facilitated Storytime incursions, choir visits, transition support programs and enrollment initiatives to strengthen community connections and support positive transitions to school.

A range of community events continued to foster belonging and celebration within the school community, including:

- Mother's and Father's Day Breakfast
- Prep Family events
- Community celebrations
- Secondary transition support initiatives
- Cultural and family engagement opportunities
- Transition to Primary School meetings

The school also continued to strengthen communication with multilingual families through the support of bicultural workers and the purposeful use of digital tools to translate and share learning.

Transition support for Year 6 students and families remained a key focus, with staff liaising closely with secondary schools and families to support smooth and successful transitions.

Value Added

- Continued strengthening of family–school partnerships
- Ongoing RESP parent workshops and community initiatives
- Strong connections with local kindergartens and childcare centres
- Increased accessibility for multilingual families through translation and bicultural support
- Successful community engagement events fostering belonging and inclusion
- Strengthened transition support for Prep and Year 6 students and families
- Continued use of digital communication tools to engage families in learning

These initiatives reflect St. Peter's commitment to building an inclusive, connected and welcoming community where every family feels valued, supported and empowered to engage in their child's education.

Parent Satisfaction

In 2025, St. Peter's Catholic Primary School continued to strengthen a deeply connected, inclusive and community-focused school culture where families are valued as genuine partners in learning, wellbeing and school life.

Family voice data reflected exceptionally strong levels of trust, confidence and connection within the St. Peter's community, with the school achieving an overall positive endorsement rate of 74%, exceeding the MACS average of 69%. Particularly strong outcomes were evident in school climate, where 91% of families reported positive perceptions of the school's social and learning environment, significantly above the MACS average of 84%. Family perceptions of student safety were also exceptionally positive, with 88% of families reporting positive perceptions of student physical and psychological safety at school, compared to the MACS average of 70%.

Communication and partnership with families remained a significant strength throughout 2025. An outstanding 89% of families reported positive perceptions of communication between the school and families, substantially exceeding the MACS average of 73%. School fit outcomes were equally strong, with 89% of families reporting that St. Peter's effectively meets their child's developmental needs, reflecting the school's highly personalised and inclusive approach to learning and wellbeing.

Throughout the year, families actively engaged in the life of the school through liturgical celebrations, sacramental programs, multicultural events, student showcases, community initiatives and whole-school celebrations. These opportunities continued to strengthen authentic partnerships between home and school while celebrating the rich cultural diversity and strong sense of belonging that defines the St. Peter's community.

These outstanding outcomes reflect St. Peter's continued commitment to building a highly relational school culture grounded in trust, inclusion, connection and shared responsibility for student success and wellbeing.

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