



Melbourne Archdiocese
Catholic Schools

2023

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 10 May 2024

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 is located in South West Sunshine, fifteen kilometres west of Melbourne's central business district. We were established in 1979 as the second school in the St. Paul's, West Sunshine Parish. While the parish was under the guidance of the Marist Fathers at this time, the school has only ever had lay Principals.

The school is on a large suburban site that is utilised to create a positive learning environment. The school has focused much effort in building a learning environment that is bright, fun and contemporary. St. Peter's has incredible facilities for such a small number of students. We have our own full-size gymnasium, football oval and two soccer pitches, as well as a cricket pitch. With multiple sand pits and adventure playgrounds, there is plenty of playground space for our children to play and explore.

Our 2023 Enrolment was 174 students, which consisted of nine class groupings – one Year Prep class, three Year 1/2 classes, two Year 3/4 classes and three Year 5/6 classes. The school employed 32 staff and 5 Learning Support Officers.

While classroom teachers focus on the main curriculum areas, our specialist programs offered at the school are Physical Education, Spanish, and The Arts including Music & Drama as well as Visual Art. Reading Recovery is offered to Year One children who need extra support, as well as articulation programs and teacher support across the school.

Wellbeing remains a strong focus within the school. An emphasis on strengthening peer relationships and social interactions for the students through Berry Street Education Model. The renaming of our 'houses' from colours to significant names of Catholics and locals (MacKillop, Goold, McKay and Marist) aimed to build a sense of togetherness and cross age relationships. This respect and tolerance for the rights and needs of others fosters the great community feeling that permeates the school.

In 2023 our Annual Action Plan clearly prioritises improvement in the areas of Coaching and Mentoring, Differentiation and Research Evidence Based Practice, which all relate to improved learning and teaching that will ultimately improve student outcomes.

Principal's Report

Dear St. Peter's Families,

As we reflect on the journey of 2023, it is with great pride that I share the positive outcomes of the recent comprehensive review conducted at St. Peter's Catholic Primary School. This review, a critical process to ensure our school meets the high standards set by the Victorian Registration and Qualification Authority, has reaffirmed St. Peter's position as a high-functioning and exceptional educational institution.

The independent reviewer, Mary Bourke, highlighted numerous strengths of our school. She commended our Leadership Team for their dedication to fostering a culture of continuous improvement and for their role in developing a performance and development culture. The report also noted our school's strategic investments in creating vibrant learning spaces and engaging experts to enhance student learning and wellbeing. It is clear from the review that St. Peter's is not only meeting but surpassing expectations in many areas.

Mary Bourke's report also highlighted the strong alignment of our staff with the school's vision, their appreciation of professional growth opportunities, and the positive work-life balance they experience. Our processes and structures, such as mentoring programs, curriculum planning sessions, and regular feedback mechanisms, have contributed significantly to the growth and confidence of our staff. This collective effort has resulted in a strong sense of collective efficacy among our team.

As the newly appointed Principal of St. Peter's, I am honoured to continue the excellent work of my predecessor, Ms. Karen Bergin. I am committed to maintaining the positive teacher-student relationships, restorative practices, and strong sense of belonging that are already embedded in our school culture. With the support of the Leadership Team, I am eager to foster an environment where student agency flourishes, parent/carer advocacy is embraced, and staff autonomy is respected, ultimately creating a vibrant school community where each stakeholder feels empowered and valued in their educational journey. I am confident that with our collective efforts, St. Peter's will reach new heights of educational excellence and community engagement.

I am incredibly proud of the progress we have made thus far, and I am confident that we will continue to build on these achievements in the years ahead. I want to express my gratitude to Ms. Karen Bergin for her mentorship and leadership over the years, which have laid a solid foundation for our school's success. I also want to thank our families, staff, and students for their ongoing support and commitment to excellence. Together, we will continue to uphold 'The St. Peter's Way' and strive for excellence in all that we do.

Sincerely,

Grace Frazzica
Principal

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 ONE GOAL

To refine processes and documentation to embed a Performance & Development culture

INTENDED OUTCOME

That the school's culture is one in which feedback on classroom teaching (through multiple channels) is readily given and received on a regular basis. Teachers are supported to refine their performance via strategic and planned classroom observations, and time is allocated to enable the embedding of practice.

PRIORITY THREE GOAL

To clarify a shared understanding of evidence-based teaching practices, while embedding these across the school community.

INTENDED OUTCOMES

That teachers consider students' learning background as a key factor in all planning for learning. They make teaching adjustments in light of this information and record it in formal documentation.

Achievements

In 2023, St. Peter's achieved the following in the Religious Education sphere:

- Staff participated in professional learning sessions led by Rose Thomas, aimed at enhancing their understanding of diverse prayer methods.
- Utilising biblical exegesis, staff delved into scripture to uncover deeper meanings, thus strengthening their ability to guide students in Religious Education lessons.

- The school maintained a holistic approach to reinterpreting scripture, fostering a culture of post-critical belief, symbolic thinking, and dialogical learning.
- Collaborative planning sessions with the Religious Education Leader (REL) persisted, focusing on building teacher capacity through the Inquiry Model of learning. Staff utilised biblical commentaries and critical understanding of scripture during staff meetings to inform their teaching practices.
- Teachers continued to utilise student evidence to tailor Religious Education lesson plans.
- Exploration and practice of various teaching approaches to scripture, such as Bibliodrama and Godly Play, continued among staff members.
- New staff underwent induction into St. Peter's approach to recontextualising scripture. The REL demonstrated religious pedagogy to staff members to enhance their teaching skills.
- Multiple whole-school masses, led by Parish Priest Fr. Renato Manubag, were conducted throughout the year.
- The Feast Day of Ss. Peter and Paul was commemorated with a mass followed by a day of religious learning activities, with St. Paul's Primary School.
- The REL collaborated with the Legion of Mary to organise a school-wide prayer service dedicated to Mary, Our Mother.
- New Religious Education materials including prayer cloths, Godly Play resources, and candles were procured by the school.
- St. Peter's Mini-Vinnies society thrived, raising awareness and funds for those in need.
- The REL continued to enhance her professional knowledge through participation in various religious education professional learning opportunities.

Value Added

VALUE ADDED

- Teachers' proficiency was improved through professional development, guided planning sessions, staff meetings, and modeling in Religious Education.
- Connections with the parish were reinforced through activities such as the involvement of our Mini-Vinnies Society and participation in the Legion of Mary Rosary Session. St. Peter's Mini-Vinnie society successfully raised over \$2000 for individuals in need.
- Whole-school masses commemorating church feast days were conducted on campus.
- The particularities of our Catholic Tradition were preserved using a recontextualising approach to scripture.

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 ONE GOAL

To refine processes and documentation to embed a Performance & Development culture

INTENDED OUTCOME

That the school's culture is one in which feedback on classroom teaching (through multiple channels) is readily given and received on a regular basis. Teachers are supported to refine their performance via strategic and planned classroom observations, and time is allocated to enable the embedding of practice.

PRIORITY THREE GOAL

To clarify a shared understanding of evidence-based teaching practices, while embedding these across the school community.

INTENDED OUTCOMES

That teachers consider students' learning background as a key factor in all planning for learning. They make teaching adjustments in light of this information and record it in formal documentation.

Achievements

In 2023, St. Peter's achieved the following in the Learning and Teaching sphere:

- The Leadership Team reviewed Literacy, Numeracy, Inquiry, Assessment & Reporting practices to ensure Victorian Curriculum compliance.
- Professional Learning Team Meetings and Staff Meetings held on a weekly basis, alternating between Literacy, Numeracy, Learning & Teaching, Student Well-being, Religious Education and Inquiry.

- Introduction of an electronic Literacy and Numeracy database to track students' progress.
- All staff engaged in a Reinvent the Classroom program that aimed to leverage the use of technology as a tool in enhancing student engagement.
- All classroom teachers, Leadership Team and select LSO's have gained an accreditation of being a google certified educator.
- St. Peter's endeavoured to make learning visible through the use of technology. We harnessed the power of AI to make learning accessible to all families, regardless of their English language capability.
- All staff continued to engage in professional development centred on the topic of feedback and how feedback is used to enable further growth both professionally and in their students.
- St. Peter's continued to embed strategies that enable feedback mechanisms in the classroom.
- We continued to implement our process of facilitated planning in order to ensure that teachers are supported when planning engaging lessons for students.
- St. Peter's continued to embed the 'St. Peter's Way' in all curricular areas to ensure that we have a cohesive approach to Learning and Teaching from Year Prep - Year Six.
- St. Peter's continued to engage a Literacy Consultant, Ms. Deb Sukarna, to act as a critical friend and to provide professional development for staff centering on how a person learns to read.
- We continued to work with Michael Ymer, as a critical friend who provides knowledge on how best to teach the skills of a Mathematician.
- We continued with 3 way Learning Conversations to share student learning data with families in a more personalised manner. This made information more accessible for our families, especially those with Language Backgrounds other than English.

Learning and Teaching Highlights this year:

- Student engagement levels, as evidenced in our MACSIS data has seen an increase due to reinventing teacher pedagogies through the strategic use of technology.
- Teacher capacity in understanding how a person learns to read has increased which inevitably impacted upon the learning outcomes of our students.
- A whole school electronic database tracking Literacy and Numeracy achievements of students has increased our ability to track longitudinal data across the school, while also enhancing teacher's ability to deliver differentiated curriculum suiting the needs of all learners in our care.
- Partnerships with parents have strengthened as a result of overcoming language barriers and has made learning visible for all.
- Students participated in a 9 day intensive swimming program.
- Family nights in Literacy and Numeracy were facilitated to share the 'St. Peter's Way' and curriculum expectations in these areas.

Student Learning Outcomes

Intervention

- We continued the efforts of the Intervention Team, composed of the Leadership Team, by conducting structured meetings to identify strategies for students with additional needs and initiate necessary referral processes.
- Teachers further developed student accommodations and documented them in planning materials and Personalised Learning Plans (PLPs).
- The Learning Diversity Leader, classroom teachers, and Principal convened termly meetings with families of students receiving learning adjustments.
- The entire staff participated in the NCCD (National Consistent Collection of Data) moderation process to ensure students received appropriate adjustments based on their identified disability category.
- Learning Support Officers and support teachers continued implementing their programs, including Speech Articulation, and targeted intervention groups in Reading and Mathematics.
- Students from Year P-2 continued to receive targeted Literacy and Numeracy Intervention.
- We held extension groups in Literacy and Numeracy for students from Years P-6. Learning Diversity leaders and teachers liaised with MACS, Allied Health Professionals and families to provide differentiated learning.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	413	63%
	Year 5	469	44%
Numeracy	Year 3	402	79%
	Year 5	463	59%
Reading	Year 3	415	84%
	Year 5	468	56%
Spelling	Year 3	403	74%
	Year 5	477	59%
Writing	Year 3	409	84%
	Year 5	473	70%

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

Student Wellbeing

Goals & Intended Outcomes

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

PRIORITY ONE GOAL

To refine processes and documentation to embed a Performance & Development culture

INTENDED OUTCOME

That the school's culture is one in which feedback on classroom teaching (through multiple channels) is readily given and received on a regular basis. Teachers are supported to refine their performance via strategic and planned classroom observations, and time is allocated to enable the embedding of practice.

PRIORITY THREE GOAL

To clarify a shared understanding of evidence-based teaching practices, while embedding these across the school community.

INTENDED OUTCOMES

That teachers consider students' learning background as a key factor in all planning for learning. They make teaching adjustments in light of this information and record it in formal documentation.

Achievements

In 2023, St. Peter's achieved the following in the Student Wellbeing sphere:

- St. Peter's has continued to embed a whole school approach to Child Safety using the Victorian Registration and Qualifications Authority (VQRA) guidelines.
- We have also continued to promote child safety education and awareness days with our students and families, such as Bullying! No Way!, R U OK? and Day for Daniel.

- St. Peter's students performed at the Dream Big Youth Music Festival, highlighting the importance of understanding and acknowledging our Mental Health.
- Building strong relationships with both students and families continued to remain a priority at St. Peter's. Three Way learning conversations at the beginning of the year were utilised to gain parent knowledge in order to strengthen relationships between the teachers, students and families.
- Staff were provided with professional learning in the areas of behaviour management, relationship building and wellbeing promotion.
- All staff continued to implement a consistent approach to behaviour management across the school.
- St. Peter's Graduate Mentoring Program continued to include more support for Graduate Teachers in the area of whole school approach to positive behaviour management.
- All new staff members were inducted into whole school wellbeing practices - the Student Wellbeing Policy as well as our programs and frameworks.
- St. Peter's continued to teach explicit Wellbeing and Cybersafety lessons to students.
- We continued to embed the St. Peter's non-negotiables of Chill Out Zones, Entry Circles, Exit Circle and Ready to Learn Plan and Scales in order to provide students with skills to enhance their Wellbeing.
- We continued to implement Restorative Practices and Circle Time to support positive classroom behaviour. This has enabled all staff to have a consistent way of dealing with challenging behaviours and help restore relationships throughout the school.
- St. Peter's teachers continue to implement brain breaks within their lessons to re-energise and engage students with their learning, while also building positive relationships with each other.
- St. Peter's continued to receive funding for the National School Chaplaincy Program (NSCP), enabling the employment of a Pastoral Care Worker who worked with families, students and teachers in the area of Social Emotional Learning, absenteeism, loss and grief.
- The Prep/Grade Five Buddy Program continues to be revised and strengthened to support student transition to school.
- The Student Representative Council and House Captains continued to work with the Deputy Principal - Students, investigating ways to promote child safety within the classrooms, school environment and at home.

Value Added

- Teachers' skills were cultivated and bolstered through professional development, guided planning, and exemplary modelling.
- Students are progressing in their capacity to recognise and regulate their emotions, employing techniques imparted by their educators and peers.

- Thoughtfully designed lessons for Wellbeing are strategically planned and executed throughout the school.
- St. Peter's maintains a uniform approach to Wellbeing across the school.

Student Satisfaction

In the MACSSIS 2023 survey conducted at St. Peter's, students consistently showed high levels of satisfaction with their education, indicating that their needs are being met. An overwhelming 97% of students felt that their teachers encourage them to do their best. Additionally, 93% noted that teachers take the time to ensure they understand the material for their learning tasks. Furthermore, 95% of students expressed excitement about participating in their learning experiences, with 96% acknowledging the strong support from adults regarding their learning and well-being.

Student Attendance

Non-attendance is managed at St. Peter's by contacting parents /guardian about any unexplained absences on the same day, as soon as practicable.

Average Student Attendance Rate by Year Level	
Y01	90.8%
Y02	88.4%
Y03	87.5%
Y04	90.4%
Y05	86.6%
Y06	85.3%
Overall average attendance	88.2%

Leadership

Goals & Intended Outcomes

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

PRIORITY ONE GOAL

To refine processes and documentation to embed a Performance & Development culture

INTENDED OUTCOME

That professional learning enables all staff to access regular and effective feedback on performance, and improve professional practice through individual and collaborative learning.

That the school's leadership plan extends to providing opportunities for recognising and developing the leadership aspirations of all staff, as articulated in individual professional learning plans.

PRIORITY TWO GOAL

To develop and refine staff expertise and practice to positively impact upon student outcomes.

INTENDED OUTCOMES

That professional learning enables all staff to access regular and effective feedback on performance, and improve professional practice through individual and collaborative learning.

PRIORITY THREE GOAL

To clarify a shared understanding of evidence-based teaching practices, while embedding these across the school community.

INTENDED OUTCOMES

That the school's plan for delivering a high-quality curriculum engages the whole school community in planning and documenting innovative learning and teaching practices that produce a range of data to measure the impact of teaching initiatives and learning outcomes.

Achievements

In 2023 St. Peter's has achieved the following in the Leadership and Management Sphere:

- We welcomed new Preps and new staff members to our community.
- Our whole school approach to structures, processes and curriculum implementation was documented in our 'St. Peter's Way' to ensure clarity and cohesion across all classrooms.
- Deputy led professional learning centred around the AITSL teaching standards and worked with all teachers to ensure that they were creating professional learning plans that aligned with these AITSL standards.
- Staff Conference was led by Helen Christensen focussing on developing and enhancing staff capacity in and understanding of Aboriginal and Torres Strait Islander Perspectives.
- Leadership Team attended Professional Learning facilitated by Bradley Geise, in order to develop a shared understanding of Data Literacy and how best to leverage this data in planning for whole school improvement cycles.
- Leadership, Classroom Teachers and Learning Support Officers engaged in the Reinvent the Classroom program throughout each term this year, which was aimed at supporting our school's transition in using technology as a powerful pedagogical tool, in order to enhance student learning.
- Staff continued to work with Deb Sukarna, a Literacy Consultant, in order to build professional knowledge in the area of Reading Comprehension.
- Staff also continued to work with Michael Ymer in order to embed a whole school approach to teaching Mathematics.
- We continued to implement our one to one Chromebook and technology infrastructure in order to ensure that our students are best equipped for future endeavours.
- St. Peter's continued to work with St. Bernadette's in The Sunshine Family School Partnership Cluster with an aim to develop teacher capacity in the area of Family School Partnerships.
- Various whole school improvements were conducted this year to enhance the learning environments of our students. These include the recarpeting of our school, a comprehensive landscaping project that saw the introduction of a new basketball court, a reflective play space, new sand pit, shade sails and revamped shipping containers which act as a base for our house teams.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2023	
<p>The staff have undertaken the following professional learning activities:</p> <p>Facilitated planning of religious provocations with all teachers Reinvent The Classroom HP Google Education EAL Professional Learning Data Literacy Reading Professional Development- Deb Sukarna Child Safety Professional Learning OH&S Professional Learning Wellbeing Termly Professional Learning Learning Diversity Termly Professional Learning Mandatory Reporting Professional Learning Family School Partnerships Cluster Weekly Literacy and Numeracy Professional Learning</p>	
Number of teachers who participated in PL in 2023	26
Average expenditure per teacher for PL	\$2070.00

Teacher Satisfaction

At St. Peter's 100% of staff have expressed, through the MACSIS survey, that they have strong collegial relationships with one another. While also indicating that their work environment is positive and supportive of their own future professional development. Furthermore, 100% of staff reported that they feel comfortable to approach members of the school leadership for support. Finally, staff also feel strongly (100% in agreeance) that students treat them with respect.

Teacher Qualifications	
Doctorate	0.0%
Masters	23.1%
Graduate	7.7%
Graduate Certificate	3.8%
Bachelor Degree	50.0%
Advanced Diploma	7.7%
No Qualifications Listed	7.7%

Staff Composition	
Principal Class (Headcount)	4
Teaching Staff (Headcount)	30
Teaching Staff (FTE)	22.0
Non-Teaching Staff (Headcount)	9
Non-Teaching Staff (FTE)	9.5
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

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

PRIORITY THREE GOAL

To clarify a shared understanding of evidence-based teaching practices, while embedding these across the school community.

INTENDED OUTCOMES

That school leaders ensure that all feedback mechanisms are visible and accessible to all members of the school community, valuing the multiple perspectives of all members of the community.

Achievements

In 2023 St. Peter's has achieved the following in the Community Sphere:

- St. Peter's upheld its dedication to the Sunshine Family School Partnership (FSP) Cluster by maintaining a robust collaboration with St. Bernadette's, North Sunshine, aimed at enhancing family engagement in learning. This involved a focus on overcoming barriers for our English as a Second Language families.
- Continuing its efforts, St. Peter's partnered with local kindergartens to support the smooth transition of students into the Prep/Kindergarten program.
- Regular school assemblies were organised to promote learning and highlight upcoming school events.
- St. Peter's welcomed staff, students, and families from local kindergartens to participate in the Transition Program, facilitating a seamless integration into the school community.
Year 6 students benefited from Secondary School Orientation Programs to aid in their transition to secondary settings.
- Staff actively engaged with families during Learning Conversations, fostering meaningful three-way discussions involving the classroom teacher, parents/carers, and students. These conversations were held in Terms One, Two, and Four, focusing on building relationships, academic progress, and individual student data.

- Community discussions regarding Prep Transition were ongoing at St. Peter's.
- An Equity Focused Family Engagement Community of Practice was established to collaborate with local schools, community agencies, and MACS staff, aiming to support students and families from diverse language backgrounds in engaging with their children's learning.
- The Cluster Engagement in Learning Leader partnered with Deakin University to conduct a research project examining the experiences of parents from non-English language backgrounds and their involvement in their children's education.
- Collaboratively, the Sunshine Cluster organized an online webinar featuring international speaker Anne Henderson, drawing together professionals from across Australia, including educators and community agencies, to exchange insights and strategies.

Parent Satisfaction

At St. Peter's, 100 % of families have expressed that their child is strongly connected to the school community. Furthermore, a 100% of families feel that the school embraces and celebrates diversity, creating a welcoming environment for all. 100% of families also indicated that they are extremely comfortable in approaching staff when the need arises. Lastly, families have reported that they would highly recommend the school to perspective families as staff do a great job in partnering with them in their child's learning.

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