



Melbourne Archdiocese  
Catholic Schools

# 2023

## Annual Report to the School Community



### Queen of Peace Primary School

62 Everingham Road, ALTONA MEADOWS 3028

Principal: Rodney Sims

Web: [www.qopaltonameadows.catholic.edu.au](http://www.qopaltonameadows.catholic.edu.au)

Registration: 1831, E Number: E1324

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## Principal's Attestation

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I, Rodney Sims, attest that Queen of Peace Primary 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 Mar 2024

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## About this report

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Queen of Peace Primary 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](#).

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## Governing Authority Report

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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

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## Vision and Mission

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### **Vision:**

Queen of Peace is a learning community that is Christ centered, valuing Our Faith, The Human Person, Justice and the pursuit of Excellence

We are children of God journeying together in our relationship with Jesus, alive in our world

We all have talents and capabilities that are nurtured in an environment that respects the dignity and worth of the whole person.

We welcome all people into a peaceful environment that empowers them to become proactive members of our global community.

We respect all people, in an environment that is just and free from discrimination and inequality

We value opportunities for learning and reflection that challenge us to aspire to individual excellence.

### **Mission:**

We are committed to:

- providing opportunities for people to explore and ritualise their faith journey within the rich cultural and religious traditions of our community.
- demonstrating collaborative, proactive and compassionate leadership.
- providing an educational experience which develops attitudes and values that support a person through life.
- working in partnership with families, recognising their rights and responsibilities in the education of their children.
- recognising, celebrating and supporting individuals in their pursuit of excellence.
- providing an environment that embraces change and encourages risk taking.
- providing a comprehensive, inclusive and evolving curriculum that empowers students to engage actively in an ever-changing global society.

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## School Overview

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Queen of Peace Primary School was established in 1982 on the land of the Yalukit-Willam people, who are part of the Bunurong people of the Greater Kulin nation.

Queen of Peace Primary School takes its inspiration from the life of Mary, the mother of Jesus. Her service, piety and humility are qualities that are valued by the Queen of Peace community. The school's motto "Guiding the Way" helps the community in recognising Mary as a model for all.

Queen of Peace Primary School started with an enrolment of 121 students and was known as 'Altona Bay Catholic School'. The school officially changed its name to Queen of Peace Parish Primary School in 1987. For over forty years, the school has served the community of Altona Meadows with an education that is distinctly Catholic and outward looking in nature.

As the school has grown, the facilities have been added to and upgraded to enable students to learn and staff to teach in spaces that are suitable for learning. The upgrading and replacing of facilities is an ongoing project.

Queen of Peace Primary School is a diverse community with members coming from a wide variety of cultural groups. That diversity is celebrated and encouraged.

The community is united in its shared Catholic values and experiences. Queen of Peace Primary School is part of the Holy Trinity Parish of Laverton, Altona Meadows and Point Cook and is one of five schools within the Parish. The school's connections with the Parish are deep and help sustain and support our Catholic identity.

Queen of Peace Primary School has approximately 500 students with three classes at each level - Foundation to Year 6. The staff at Queen of Peace Primary School are highly professional and knowledgeable about teaching, learning and in supporting all students to achieve high outcomes in learning. They care about the students in our school and model the Gospel values in their interactions with the students, parents and colleagues.

Queen of Peace Primary School values learning.

With an emphasis on evidence-based and research-informed instruction in English and mathematics, Queen of Peace Primary School aims to meet the educational needs of all students. Queen of Peace Primary School is committed to supporting all students in their learning - whether that be additional support to consolidate core learnings in English and mathematics or to provide opportunities to challenge and extend those who are ready to be extended.

Whilst building a solid foundation in English and mathematics is vital, students experience a rich curriculum that includes STEM, physical education, the visual and performing arts, AUSLAN, social and emotional learning, science, history, geography and civics and citizenship.

Our Religious Education program is delivered in a way that promotes a Catholic understanding and view of the world. Levels regularly have the opportunity to come together in prayer at liturgies and prayer services. Our School Choir is a highly valued and talented part of our school.

Queen of Peace Primary School provides numerous opportunities for children to participate in activities outside the classroom. Our camping program encompasses a full day experience for year 3 and overnight camps for years 4 to 6. Students from years 3 to 6 have opportunities to participate in numerous sporting activities throughout their time at Queen of Peace Primary School.

Queen of Peace Primary School faithfully serves the community of Altona Meadows.



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## Principal's Report

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Dear Queen of Peace Primary School Community,

I am pleased to present the 2023 Annual Report to the School Community for our school. Queen of Peace Primary School is situated on the traditional lands of the Yalukit-willam of the Bunurong people, a part of the Greater Kulin Nation. For thousands of years, the Yalukit-willam cared for the land, the waters and the skies. Their elders taught their young the stories of the dreaming, danced in celebration and sung with joy. It is this tradition that we hope to carry on at Queen of Peace as we acknowledge the past, live well in the present and plan, with hope, for the future.

This report outlines the achievements of the 2023 school year - a year when Michael Ozbun led the school as acting principal for Semester 1 before moving to the principal position at St George Preca School, Caroline Springs. Thank you Michael for your service to Queen of Peace. Michael was in role while the principal, Darren Gibbons was on leave. Darren has since retired and I thank Darren for his leadership of the school and wish him well in retirement.

Queen of Peace Primary School is a place that aims for excellence - in its learning, in its relationships, in its faith and in its behaviour. The staff of Queen of Peace are committed and compassionate professionals who have, as their moral purpose, the full flourishing of all learners. The community of Queen of Peace is committed to a school that is inclusive, faith filled and strives for excellence in learning and teaching. The students of Queen of Peace are young people who are respectful, responsible, safe and, above all, kind. The parish of Holy Trinity is a community that cares about the education of the children of Altona Meadows.

Queen of Peace Primary School fully supports the Melbourne Archdiocese Catholic Schools Ltd 2030 strategy and the recently released Vision for Instruction. Our teaching practices have become increasingly aligned with this vision.

I wish to thank the staff of Queen of Peace for their dedication and professionalism. I wish to thank the parents, carers, guardians and grandparents who support the school in its mission and vision. I would especially like to thank the members of the School Advisory Council and the Parents and Friends who work tirelessly for the betterment of the school. I wish to thank MACS, especially those at the Western Regional Office for their ongoing support of the school. I wish to thank Fr John Healy, Fr Samuel Kapani and all at the parish for their support of our school's spiritual life. Finally, schools are nothing without students. The children of Queen of Peace are wonderful, caring people who are excited about learning. I hope they never lose that excitement.

Rod Sims

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## Catholic Identity and Mission

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### Goals & Intended Outcomes

#### Goal Priority 4

To cultivate and nurture the Catholic identity of Queen of Peace as a community whose collective voice cultivates trust and enhances positive relationships within a Faith Community.

#### Intended Outcomes

- That teacher's confidence in teaching religious education through recontextualisation strengthens
- That students have a voice in the planning of liturgies, prayers and celebrations
- That Queen of Peace is a welcoming, Catholic community based on the Gospel values

### Achievements

Throughout the year, the Religious Education Leader, the school staff, families, and Trinity Parish Religious Education leaders worked collaboratively to enhance the teaching of the Religious Education curriculum, Sacramental programs, and prayer experiences.

Listed below are many of the achievements made in the area of Catholic Identity and Mission at Queen of Peace in 2023:

- The Professional Learning Community (PLC) meetings provided a platform for staff to improve their knowledge and understanding of Catholic traditions. Together, they explored scripture to determine how best to teach students about our Catholic faith.
- The staff explored and utilised a Pedagogy of Encounter approach, asking themselves, "How do I encounter this?" "How might our students encounter this?" ensuring a student-centred approach to learning and faith.
- Incorporated regular opportunities for meditation, prayer, and reflection into classrooms.  
Year 6 leaders took an active role in leading and supporting various initiatives, assisting the Religious Education Leader in running a range of activities, such as the Holy Week 100 Steps.
- The Sacramental program was delivered to students in years 3, 4, and 6. The school partnered with the parish and families to prepare children to receive the Sacraments of Reconciliation (Year 3), Eucharist (Year 4), and Confirmation (Year 6), enriching their spiritual journey.

- Celebrated significant feast days and commemorations including; Mary, Queen of Peace, St Mary MacKillop.
- Class and whole school masses were held regularly, providing meaningful spiritual experiences for students and staff alike.
- School leaders attended the Altona ANZAC Day service run by the RSL, honouring and remembering the sacrifices of the ANZACs.
- Queen of Peace Mini Vinnies Group provided further opportunities for students to be leaders within the school and to focus on social justice.

In conclusion, 2023 was a year of significant achievement in strengthening the Catholic identity and mission at Queen of Peace School. Through collaborative efforts, the staff, families, and parish leaders were able to enhance the teaching of Religious Education, Sacramental programs, and prayer experiences. As we look ahead, we are committed to building on these achievements, ensuring that our students continue to receive a rich and meaningful Catholic education.

### Value Added

- Parish Priest's active collaboration on Education in Faith
- Religious Education curriculum is integrated within Faith Life inquiry units of work
- Daily classroom prayer in all classrooms
- Prayers at the start of all meetings and gatherings
- Social Justice Initiatives - raising money for Catholic Social Justice Agencies including Project Compassion and St Vincent De Paul.
- Sacramental celebrations - Reconciliation, Eucharist and Confirmation.  
Whole School Masses eg: beginning Year Mass, Queen of Peace Feast Day, Mother's Day
- Appointment of student Faith Leaders. These leaders updated the school community during assemblies and led community initiatives eg. ANZAC day, Legacy and Remembrance Day badge sales.
- Queen of Peace Feast Day, ANZAC day, Live Rosary, Assumption of Mary, Remembrance Day, Holy Week and Advent prayers were also opportunities for leaders to be actively involved in liturgical celebrations.
- Major liturgical events, Whole school Christmas family concert with a religious theme and reenactment of Holy Week with whole school and community attending.
- Continued to build student capacity to link their learning in Education in Faith with their lives.

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## Learning and Teaching

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### Goals & Intended Outcomes

#### Goal Priority 1

To build and sustain a learning culture that engages and mobilises the collective voice of all stakeholders to empower confident and successful learners.

#### Intended Outcomes

- That all stakeholders have a voice and are empowered to contribute to learning and teaching.
- That student agency and engagement in learning strengthens.
- That student's outcomes reflect high levels of learning growth across all learning areas.
- That all stakeholders engage in dialogue and action working towards a common goal.

#### Goal Priority 3

To actively engage in opportunities to build capacity, strengthen professional growth and personal accountability in a learning culture that challenges and sustains quality educational practices.

#### Intended Outcomes

- That the culture of professionalism and personal accountability underpins all school practices.
- That a culture of reflective practice and feedback focused on improved teacher pedagogy is developed and sustained leading to improved educational outcomes.
- That teacher efficacy and confidence strengthens.

### Achievements

At Queen of Peace Primary School, we are committed to providing our students with high quality education. We believe that aligning learning and teaching practices with evidence-based strategies is essential to raising the academic outcomes of our students. Throughout 2023, we focussed on building teacher capacity around evidence based practices through ongoing professional development opportunities. Our teachers worked closely with

curriculum leaders to develop a deep understanding of Cognitive Load Theory and Barak Rosenshine's Principles, both of which are foundational to evidence-based practices.

Listed below are many of the achievements made in the area of Learning and Teaching at Queen of Peace in 2023:

- Engaged in data driven, research based Teaching Sprints in terms one, two and three (Rosenshine's Principles) using Sprints Tools to support collaboration in teams.
- Professional Learning Committee Meetings conducted weekly to read research evidence and facilitate collaborative dialogue around Learning and Teaching practices.
- Weekly facilitated team planning meetings supported by the Learning and Teaching, Literacy, Mathematics and Education in Faith leaders provided coaching, mentoring and support for teachers around data and practice and to make links with Victorian Curriculum.
- Literacy and Numeracy leaders assisted and modelled for teachers in classrooms as mentors to help provide high quality learning experiences.
- Leaders participated in the second year of 'Data Analysis for Continuous School Improvement' professional learning facilitated by Melbourne Archdiocese Schools and Bradley Guise.
- A detailed Data Plan was created to facilitate fine data analysis. A data team was formed to interrogate the learning data and put in place actions for 2024. Two Learning and Data Leaders were appointed to continue this work in 2024.
- Ongoing formative assessments, focus teaching observations and anecdotal notes identified student needs in Literacy
- The VCOP and The Big Write programs in Writing continued in 2023. NAPLAN data showed these programs are having a positive impact on outcomes in writing across the school.
- Teachers in years F-2 participated in Professional Development unpack and explore the Sciences of Reading from F-2.
- The Heggerty Phonemic Awareness resource was implemented in Foundation and year 2  
Decodable Texts supported the shift in the teaching of reading in 2023.
- The English as an Additional Language (EASL) Curriculum continued to be embedded to support learners identified in demographic data.
- The VCAA Literacy and Mathematics Learning Progressions were used to complement the Victorian Curriculum and support interrogation of data to identify the next point of need.  
Mathematics extension for highly able students continued to be a major focus.  
Queen of Peace participated in the Maths Explorer, Games and Olympiad.
- The Pattern and Structure Assessment (PASA) continued in 2023 giving valuable information on how children approach tasks in Mathematics.

- The Scaffolding Numeracy in the Middle Years (SNMY) initiative continued in 2023 for students in Years 4 to 6 strengthening their understanding of multiplicative thinking. The Maths Online Interview (MOI) was explored as a Data Source from P-3.
- PAT Reading and PAT Mathematics adaptive tests were given and data was analysed during professional learning meetings which allowed for intervention identification, goal setting and curriculum provision.
- STEM became a specialist learning area and supported students in developing creative and critical thinking skills. STEM programs were developed and implemented that included a focus on cyber safety, designing STEM challenges that solved a problem, student groups (minecraft, Noodle Kart, coding), and teacher professional learning.
- Throughout 2023, the school continued to offer a balanced and viable curriculum, with Physical Education, STEM, Visual Art, Music and Library being offered at Queen of Peace.
- Auslan was introduced in 2023.
- Analysis of school based assessment data was conducted to determine which types of interventions would meet student needs.
- Planning and implementation of MiniLit Sage in years 1 and 2.
- The Learning Diversity team continued to support students with additional learning needs, addressing their diverse needs and ensuring they have access to content and materials that enhance their learning capacity.
- Development and ongoing monitoring of Personalised Learning Plans (PLPs) for students with additional learning needs in all imputed and diagnosed, cognitive, physical, sensory and social / emotional disabilities.
- Consultation with families through termly Program Support (PSG) meetings established strong relationships with the families of the supported students.
- Yearly submission of students receiving adjustments to learning (NCCD).
- Collaboration with Melbourne Archdiocese Catholic Schools (MACS) to facilitate student referrals, additional assessment and ongoing partnerships to support learning.

## Student Learning Outcomes

NAPLAN 2023 data has shown that writing and reading are areas of strength in Years 3 and 5. Grammar, spelling and numeracy show less students reaching the proficient standards.

Student survey data from MACSISS shows that

- 88% of students believe that teachers have high expectations of them as learners.
- 90% of students believe that teachers encourage them to do their best.
- 72% of students stated that teachers ask or request them to explain their learning.

### Literacy:

In February 2023, the teachers administered the BAS (Fountas & Pinnell Benchmark Assessment System) test to determine students' comprehension level. This data was analysed and used to differentiate learning and teaching. The post test was administered to all students in November to measure growth.

In Years Prep to Two, Running Records continued to inform learning and teaching throughout 2023. A Running Record is an assessment tool which gives information on a student's reading as it is happening. It provides information on; word reading accuracy, errors and self corrections and analysis of the reading strategies used.

### **Numeracy:**

Mathematics Online Interview investigates how children think about mathematical ideas and underlying tasks. MOI consists of one-on-one assessments each consisting of number and algebra, measurement and geometry, statistics and probability.

The Learning and Assessment Framework for Multiplicative Thinking (LAF) was developed on the basis of research conducted through the Scaffolding Numeracy in the Middle Years (SNMY) project. It consists of The LAF attempts to bring together all the key ideas, strategies and representations of multiplication and division needed to work flexibly and confidently with whole numbers, fractions, decimals and percent across a wide range of contexts. The LAF is organised in terms of 8 zones from initial explorations with concrete materials through to the confident use of a wide variety of multiplicative structures and symbolic forms

In 2022, MOI assessment was administered in February to Years Prep to Two and the data was used to inform learning and teaching.

Years 4-6 administered the Multiplicative Thinking Assessment as part of the Scaffolding Numeracy in the Middle Years Program. This Data was used to plan and implement the SNMY activities.

<b>NAPLAN - Proportion of students meeting the proficient standards</b>			
<b>Domain</b>	<b>Year level</b>	<b>Mean Scale score</b>	<b>Proficient</b>
Grammar & Punctuation	Year 3	400	45%
	Year 5	471	55%
Numeracy	Year 3	393	58%
	Year 5	481	63%
Reading	Year 3	409	66%
	Year 5	492	75%
Spelling	Year 3	397	51%
	Year 5	473	66%
Writing	Year 3	437	93%
	Year 5	496	76%

\*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.



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## Student Wellbeing

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### Goals & Intended Outcomes

#### Goals

To build a shared understanding of wellbeing practices and beliefs to promote a safe, inclusive, trusting and resilient community.

#### Intended Outcomes

- That QOP develops and sustains universal routines to encourage a sense of safety, belonging, positive behaviours and readiness to learn from P-6.
- That all stakeholders understand and enact the theory, purpose and practices that underpin wellbeing at QOP.

### Achievements

At Queen of Peace School, we are committed to developing a whole school approach to student management, wellbeing and engagement by explicitly teaching language and strategies to build resilience, engagement and readiness to learn, that are reinforced and referenced in all key learning areas and consistently applied across the school. Our teachers are embedding whole school, daily routines that are focused on student wellbeing and engagement.

Listed below are many of the achievements made in the area of Student Wellbeing at Queen of Peace in 2023:

- Development of mindfulness activities and strategies in the classroom
- Lunch time groups, origami, library, drawing and coding club
- Continuation of Restorative Practices strategies with the staff
- Annual discussion of school expectations with staff and students
- Whole school introduction of Positive Behaviours for Learning
- Continuation of class circle time
- JSC members attending Hobson's Bay Council Meetings
- Organised events by senior school leaders such as supporting various charities, fundraising and social justice events
- Sharing parent resources, articles, community programs and webinars related to supporting families with raising emotionally healthy and resilient children

- Buddy program throughout school Prep - 6
- Weekly Assemblies organised by Year levels were implemented as a showcase of what was happening in the classroom

## Value Added

The following programs and activities supported our families and students -

- Student organised activities & fund-raisers organised by JSC, Mini Vinnies, School Captains & House Captains
- Directed Play Timetable
- Seasons for Growth program
- Catholic Care school counsellor
- Buddy program throughout school Prep - 6
- School participation in special days such as Harmony Day, ANZAC Day, Reconciliation Week, Book Week parade
- School Market Day run by students for students.
- Camp days (Yr 3) and off campus camps (4-6)
- Community events such as family picnics, Easter Raffle, Mother's & Father's Day stalls, Important Person's mass & morning tea.
- Fortnightly school assemblies organised by Year levels showcasing what is happening in the classroom, around the school and in our community.
- Implementation of classroom programs that incorporate social and emotional capabilities
- Queen of Peace Facebook and Instagram pages that offers parent workshops, readings and wellbeing advice.
- Inclusion of Wellbeing page in the school newsletter

## Student Satisfaction

Student, Year 5 & 6, survey conducted by MACS in 2023 indicate that :

- 83% of students feel that their teachers hold them to high expectations
- 75% of students believe that they are a valuable member of our community
- 72% of students have a positive mindset about themselves as learners
- 71% of student believe there is physical and psychological safety while at school.

- 80% of students are positive about the social and learning climate of Queen of Peace

## Student Attendance

Teachers record student attendances on NForma each morning, after lunch and at the end of the day. If a student has not arrived by 9am they are marked as absent. An automated text is then sent to families asking for them to contact the school with a reason for the student's absences.

Parents/guardians record absences via a Google form (Student Absence Form) in a link on the school website. There is also a QR code families can use. Class teachers will receive an alert email as will the office staff.

Families can also inform a class teacher or the office staff in advance via a phone call, letter, email, message on the Seesaw App or verbally.

Any unexplained absences are followed up with a text or phone call on the same day.

Class teachers report concerns of students who have multiple and lengthy unexplained absences to the Wellbeing or Diversity Leaders who made contact with families.

<b>Average Student Attendance Rate by Year Level</b>	
Y01	91.2%
Y02	92.4%
Y03	93.0%
Y04	89.8%
Y05	91.2%
Y06	91.4%
Overall average attendance	91.5%

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## Leadership

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### Goals & Intended Outcomes

#### Goal Priority 1

To build and sustain a learning culture that engages and mobilises the collective voice of all stakeholders to empower confident and successful learners.

#### Intended Outcomes

- That all stakeholders have a voice and are empowered to contribute to learning and teaching
- That student agency and engagement in learning strengthens.
- That student's outcomes reflect high levels of learning growth across all learning areas.
- That all stakeholders engage in dialogue and action working towards a common goal.

#### Goal Priority 3

To build capacity and strengthen professional growth and accountability in a learning culture that sustains quality educational practices.

#### Intended Outcomes

- That the culture of professionalism and personal accountability underpins all school practices.
- That a culture of reflective practice and feedback focused on improved teacher pedagogy is developed and sustained leading to improved educational outcomes.
- That student outcomes reflect a minimum of 12 months learning growth across the curriculum, particularly in English and Mathematics

### Achievements

- Provide students with opportunities to take ownership of their learning; to be able to articulate what they are learning, why they are learning, strategies that support their learning, and how they will use these strategies in the future.
- Implement a data team to coordinate the collection and storage of data in line with QoP Assessment Plan
- Continue to provide opportunities for families to be informed about current practices and ways to support their child's learning

- Continue to support beginning teachers through VIT mentor, Beginning Teachers' Network, Induction program
- Develop a consistent whole school approach to the use of data and evidence to track student learning and growth, analyse and inform the next level of learning
- Design a voice collective to work through designing better feedback mechanisms, incorporating goals for teaching staff, LSOs and admin staff
- Increased collegial support in teacher planning time and staff meetings.
- Increased support by the way of intervention groups with additional needs students
- Annual Review Meetings twice per year to support teachers in working towards professional learning goals.
- Principal 'meet and greet' sessions with incoming principal
- Provide professional learning in evidence based practice, to continue building the capacity of staff in English and Mathematics.
- Set and communicate explicit and clear school-wide targets for improvement in measurable student learning outcomes.
- Collect targeted data from multiple sources, aligned to the QoP Data Plan, to analyse student growth.
- Implement Assessment schedule aligned with the QoP Data Plan.

<b>Expenditure And Teacher Participation in Professional Learning</b>	
List Professional Learning undertaken in 2023	
<ul style="list-style-type: none"> <li>• Professional learning provided by external providers in literacy and numeracy</li> <li>• Professional learning provided by external providers to support children with complex needs</li> <li>• Professional learning facilitated internally around developing opportunities for student, staff and community voice in the school</li> <li>• Professional learning focussed on the development of personalised learning plans for staff</li> <li>• Professional learning focussed on behaviour management and skills, including establishing school values and an accompanying behaviour support matrix</li> <li>• Staff members undertaking external study in wellbeing, learning difficulties and accreditation studies.</li> <li>• A staff member undertook the Teacher Excellence Program at the Victorian Academy of Teaching and Leadership</li> <li>• Staff participated in networks through MACS Western Region and centrally.</li> </ul>	
Number of teachers who participated in PL in 2023	60
Average expenditure per teacher for PL	\$850.00

## Teacher Satisfaction

Teacher surveys conducted by MACS indicate that :

85% of staff indicated that Queen of Peace has a positive school climate

74% of staff indicated that they work well together in teams to improve teaching and learning.

76% of teaching staff believe there are quality relationships between staff and members of the leadership team.

62% of staff believe coherence of the school's improvement strategy.

53% of staff report feeling that school is a psychological safe space.

However, some teachers continued to report that they are feeling overwhelmed by the workload and challenges presented in student physical and academic behaviours. They also reported being well-supported by their colleagues and the school leaders and received thanks and appreciation from families and students for their support.

Teacher Qualifications	
Doctorate	0.0%
Masters	9.4%
Graduate	5.7%
Graduate Certificate	7.5%
Bachelor Degree	43.4%
Advanced Diploma	18.9%
No Qualifications Listed	15.1%

<b>Staff Composition</b>	
Principal Class (Headcount)	5
Teaching Staff (Headcount)	58
Teaching Staff (FTE)	42.1
Non-Teaching Staff (Headcount)	28
Non-Teaching Staff (FTE)	24.6
Indigenous Teaching Staff (Headcount)	0

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## Community Engagement

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### Goals & Intended Outcomes

#### Goals:

- Enhance Digital Engagement
- Foster Online Safety Awareness
- Strengthen Community Bonds through Events
- Promote Cultural Inclusivity
- Support Parental Involvement and Skill Development

#### Intended Outcomes:

- Increased Online Engagement
- Educated and Empowered Parents
- Enhanced School-Community Connection
- Culturally Inclusive Education
- Active Parental Participation

### Achievements

#### Cyber Safety Initiatives:

Hosted an Inform & Empower workshop and implemented the Linewize system across school devices, providing critical cyber safety training and real-time monitoring to ensure a safe digital environment for our students. We have committed to a long-term partnership with Inform & Empower, planning to host additional workshops for both students and staff in the coming years. This ongoing collaboration aims to continually enhance our community's awareness and proficiency in navigating online safety, ensuring that our cyber security measures evolve with new challenges and technologies.

#### Community and Parental Engagement:

Supported the Family Engagement in Learning Leader (FELL) role, conducted various educational workshops, and facilitated smooth transitions for new families with our Prep Transition Program and community BBQs. The bi-annual STEM Night drew large family participation, showcasing practical STEM applications and enhancing community involvement.

#### Seesaw Communication App:



Continued utilisation across all classes, improving communication and effectively showcasing student learning and achievements through a digital platform.

**Cultural and Community Initiatives:** Celebrated Grandparents Day and Harmony Day with extensive community participation, and hosted numerous events through the Parents and Friends Association, bolstering social interaction and community spirit.

**School Concert:** Ended the year with a large-scale concert on the school oval, celebrating our community and student achievements in a family-oriented environment.

**Enhanced Focus on Social Media Engagement:** In 2023, Queen of Peace Primary School significantly amplified its social media presence to enhance family engagement and community interaction. With the strategic launch of our Instagram page, linked to our already popular Facebook page, we created a robust digital platform that allows us to share updates, educational initiatives, and celebrate school achievements more dynamically. These platforms have become essential tools in keeping our community connected and informed. The introduction of regular features like the 'What's On' weekly calendar infographics and high-engagement content such as educational reels by staff members have markedly increased our reach and interaction. The high-reaching posts, especially those on educational topics, have not only engaged a large audience but have also provided valuable educational content to our families. Our commitment to these digital efforts has fostered a greater sense of community and has been instrumental in enhancing the educational experience through increased family participation and feedback.

These achievements underscore our ongoing commitment to creating an engaging, supportive, and inclusive environment at Queen of Peace Primary School, enhancing both educational outcomes and community bonds. We are excited to continue building on these successes, innovating, and improving our family engagement strategies in the years to come.

## Parent Satisfaction

Parent satisfaction is primarily anecdotal as very few parents responded to the MACSSIS survey in 2023. The school is looking at ways to build the number of responses in order to provide data that is rich and useful. Parents have reported that the school's initiatives in the area of cyber safety and security is appreciated. They valued the opportunity to learn through a facilitated evening focussing on the social media children access. They have been supportive of the school's implementation of a program to monitor student use of the internet at school.

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## Financial Performance

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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](http://www.acnc.gov.au).

For more detailed information regarding our school please visit our website at [www.qopaltonameadows.catholic.edu.au](http://www.qopaltonameadows.catholic.edu.au)