



Melbourne Archdiocese
Catholic Schools

2024

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

Registration: 1831, E Number: E1324

Principal's Attestation

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 20 Mar 2025

About this report

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](#).

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

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.

School Overview

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 physical education, the visual and performing arts, AUSLAN, social and emotional learning, science, history, geography, STEM 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.

Principal's Report

Dear Queen of Peace Primary School Community,

I am pleased to present the 2024 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 2024 school year.

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 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 and Fr Samuel Kapani (January to June) and then Fr Binh Le and Fr Trac Nguyen (June to December) 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

Catholic Identity and Mission

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 2024:

- 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 the RE Framework to plan religious education units and lessons.
- 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, whole school masses, Catholic Education Week Mass at St Patrick's Cathedral and liturgies to celebrate special days, e.g. Mother's Day
- The Sacramental program was delivered to students across the school with a special focus 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.
- Queen of Peace Mini Vinnies Group provided further opportunities for students to be leaders within the school and to focus on social justice.
- A number of teachers successfully completed the accreditation to teach religious education in Catholic Schools course in 2024.

In conclusion, the Catholic identity and mission at Queen of Peace School was evident throughout the year. 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 based on the RE Framework
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, Father's Day
- Appointment of student Faith Leaders. These leaders updated the school community during assemblies where they also led the prayer, participation in preparing for whole school liturgies 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.

Learning and Teaching

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 School, we are dedicated to delivering high-quality education to our students. We recognise the importance of aligning teaching and learning with evidence-based strategies to enhance academic achievement. Throughout 2024, we focused on growing our teachers' expertise through ongoing professional learning centred on strengthening teacher capacity to implement evidence-based strategies and support all students to succeed.

Listed below are many of the achievements made in the area of Learning and Teaching at Queen of Peace in 2024:

- Engaged in MACS Western Region Evidence Based Practice Initiative. This initiative, driven by Teach Well and Knowledge Society supported schools to transition to

evidence based practice in English and Mathematics. Explicit instruction, classroom management and engagement norms were key parts of the learning.

- Teachers in F-2 participated in the Teach Well “Teaching for Impact in Mathematics” series.

All teachers Participated in Knowledge Society professional learning in classroom mastery and implementing an evidence based whole school program in reading, writing and spelling.

- Knowledge Society coaches attended Queen of Peace, observed lessons and gave feedback to teachers. These coaches also modelled lessons for leaders and teachers.
- UFLI Foundations was implemented in Years F-2 with fidelity. All teachers in Years F-2 attended professional learning in UFLI Foundations. This program enables teachers to provide explicit and systematic instruction in the foundational skills necessary for proficient reading.
- We incorporated Ochre Education resources to strengthen teacher practice through consistent, evidence-based approaches to explicit instruction. Aligned with the Victorian Curriculum, these resources provide structured support that empowers teachers to deliver high-quality, effective lessons.
- Implemented Victorian Curriculum in Mathematics 2.0.
- Two Learning and Data Leaders were appointed to lead learning and data analysis.
- Introduced a consistent protocol for analysis and discussing data within collaborative meetings.
- Implemented a whole school Assessment Schedule, outlining the assessments that teachers use, the times they will be used and their purpose.
- Early Years PAT, 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.
- Expanded the use of Essential Assessment into Years 3 and 4 to assess students' mathematical understanding and skills, building on its existing implementation in Years 5 and 6. These assessments were used throughout the year to target teaching to individual student needs.
- Introduced DIBELS (Dynamic Indicators of Basic Early Literacy Skills) assessments to measure students' reading skills.
- Administered the English Online Interview and Maths Online Interview with students in Foundation and Year 1.
- Professional Learning Community meetings were held twice a week to support collaborative discussions focused on evidence based practices and data analysis.
- Weekly facilitated team planning meetings supported by the Learning and Teaching, Data, Literacy, Mathematics and Religious Education leaders provided coaching, mentoring and support for teachers around practice and data.
- Literacy and Numeracy leaders supported teachers in the classroom modelling effective practices, helping to enhance the quality of learning experiences.
- The VCOP and The Big Write programs in Writing continued in 2024.

- Decodable texts played a key role in supporting the shift in reading instruction throughout 2024. We continued to expand our collection to further enhance early reading development.
- The English as an Additional Language (EAL) Curriculum continued to be embedded across teaching practices to effectively support students identified through demographic data.
- Mathematics extension for highly able students continued to be a major focus.
- Queen of Peace participated in the Maths Explorer, Games and Olympiad, allowing students to extend their mathematical thinking and further develop problem solving strategies.
- Introduced two key partnerships — with Inform and Empower and Linewize — to strengthen our digital safety and wellbeing programs. Through Inform and Empower, students participated each term in live-streamed sessions focused on online safety and wellbeing. With Linewize, we introduced school-time filtering on all school devices, promoting safe, focused digital engagement during school hours, with filtering also extending to home use to support positive digital habits beyond the classroom.
- In 2024, Queen of Peace School maintained its commitment to delivering a balanced and comprehensive curriculum, offering specialist programs in Physical Education, STEM, Visual Arts, Music, Performing Arts and Library.
- 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 Catholic Education Melbourne (CEM) to facilitate student referrals, additional assessment and ongoing partnerships to support learning.

In 2024, Queen of Peace School made significant gains in improving teaching and learning practices. We remain committed to building on this progress to provide the best possible educational outcomes for our students.

Student Learning Outcomes

The 2024 NAPLAN results show strong progress across key learning areas, particularly in Year 3. Our students made excellent gains in Numeracy, rising from 58% in 2023 to 70% proficiency in 2024, and in Spelling, which increased from 51% in 2023 to 62% in 2024. Grammar and Punctuation also improved, and Writing remains a strong area for our students.

In Year 5, student performance remained steady across most areas. Reading continued to be a strong point, with 75% of students proficient, and Numeracy showed a small but pleasing improvement. While there were slight shifts in other areas such as Grammar and Punctuation, Spelling, and Writing, overall results reflect consistent achievement and provide a strong foundation for continued learning and growth.

A closer look at the 2024 NAPLAN data highlights specific strengths and areas for further development:

Year 3:

- **Strengths:** Writing (77%) and Numeracy (70%) of learners meeting proficiency standards.
- **Challenges:** Spelling (62%) and Grammar and Punctuation (61%) of learners meeting proficiency standards.

Year 5:

- **Strengths:** Reading (75%) and Writing (70%) of learners meeting proficiency standards.
- **Challenges:** Spelling (62%) and Grammar and Punctuation (53%) of learners meeting proficiency standards.

We are proud of these achievements and will continue to build on this growth through explicit teaching and high-quality learning experiences for all students.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	431	61%
	Year 5	483	53%
Numeracy	Year 3	417	70%
	Year 5	481	65%
Reading	Year 3	418	64%
	Year 5	490	75%
Spelling	Year 3	404	62%
	Year 5	471	62%
Writing	Year 3	409	77%
	Year 5	493	70%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2024 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Student Wellbeing

Goals & Intended Outcomes

Goal Priority 2

To build a shared belief and ownership of wellbeing and the practices that promote a safe, respectful and responsible community.

Intended outcomes

- For QOP to develop and sustain universal BSEM routines to encourage a sense of safety, belonging, positive behaviours, and readiness to learn from F-6.
- For all stakeholders understand and enact the theory and purpose that underpin wellbeing practices at QOP.

Achievements

At Queen of Peace, we are dedicated to supporting the emotional, social, physical, and spiritual wellbeing of our students. We understand the importance of embedding wellbeing strategies into every aspect of a student's school experience, both inside and outside the classroom.

Our approach is grounded in current research and informed by trauma-sensitive practices. Guided by our core values of respect, responsibility, and safety, we aim to equip students with the knowledge and tools to understand, manage, and enhance their own wellbeing, empowering them to thrive in both learning and life.

To strengthen this commitment, Queen of Peace has invested in comprehensive training through the Berry Street Education Model, alongside ongoing opportunities for staff to collaborate and reflect through professional learning communities across the year.

Achievements in the 2024 school year

- Collaboration with Learning Diversity Leaders to enhance social emotional supports, adjustments and goals for additional needs students.
- Completion of Domain 1: Body and 2: Relationships of the Berry Street Education Model.

- Staff PLCs focusing on implementing and embedding BSEM practices and strategies
- Establishment of a Berry Street professional learning team to drive best practices from F-6.
- Access to the Wellbeing Hub, a space for children to connect, regulate and reset.
- Access to calm corners, daily check ins and sensory tools in every classroom.
- F-6 Ready to Learn Plans (2025) and extensive handover between teachers and levels.
- Lunch time groups eg. origami, mindful colouring, coding, chess, lego, etc.
- Continuation of Restorative Practices strategies with the staff.
- Continuation of class morning 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 Foundation - 6
- Weekly Assemblies organised by Year levels were continued as a showcase of what was happening in the classroom
- An F-6 approach to digital safety, inclusive of parent and staff information sessions and termly webinars for all students.
- Iron Champions worked with specifically selected Yr 5/6 students focusing on resilience and self efficacy.
- Social emotional learning groups with selected students, focusing on resilience, empathy and problem solving strategies.
- Individualised support of some of our most vulnerable students, including breakfast, 1:1 support (home/school transitions) with a trusted adult and commitment to establishing strong connections between home and school.
- Catholic Care school counsellor worked with nominated students and their families.

Value Added

- Consistent Tier 1, 2 and 3 supports in place for all students.
- Deepened the staffs knowledge of trauma informed practices and strategies/routines to support student wellbeing and learning.
- Building on the staff's learning and knowledge of differentiation for Tier 2 and 3 students.
- Consistency in school practices has proved to have a positive effect on the students from F-6.

- Internal and external experiences and programs have built students' capacity to problem solve and lead.
- A smoother transition from the 2024 to 2025 school year.
- Teachers have gained a deeper insight and understanding of their student's needs via Ready to Learn plans, Ready to learn scales and the student handover process.
- Students are familiar with BSEM language and have been provided with the tools to be able to self regulate, thus increasing their capacity to learn.
- Increased attendance of some students who exhibit 'school can't'.

Student Satisfaction

Student, Year 4-6 survey conducted by MACS in 2024 indicate that :

77% of students feel that their teachers hold them to high expectations

72% of students believe that they are a valuable member of our community

74% of students have a positive mindset about themselves as learners

51% of student believe there is physical and psychological safety while at school

59% 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.

For students who require Tier 3 intervention modified timetables are created in consultation with families and allied health therapists to support a students experiences at school.

Average Student Attendance Rate by Year Level	
Y01	91.0
Y02	92.8
Y03	92.5
Y04	93.3
Y05	89.7
Y06	92.5
Overall average attendance	91.9

Leadership

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
- 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.
- 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.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2024	
<p>Expenditure And Teacher Participation in Professional Learning</p> <p><i>List Professional Learning undertaken in 2024</i></p> <ul style="list-style-type: none"> • Professional learning provided by external providers in literacy, numeracy and classroom management, including SPELD (UFLI), Classroom Mastery (classroom management) and Teach Well (literacy and numeracy) • Professional learning provided by external providers to support children with complex needs. • Professional learning provided by external providers in developing a trauma-informed positive education framework. • Professional learning provided to specialist teachers in music, visual arts and physical education. • Professional learning focussed on behaviour management and skills, including establishing our behaviour curriculum, incorporating work previously undertaken. • Staff members undertaking external study in wellbeing, learning difficulties and accreditation studies. • A staff member undertook the Teacher Excellence Program at the Victorian Academy of Teaching and Leadership. • Staff participated in networks through MACS Western Region and centrally. 	
Number of teachers who participated in PL in 2024	60
Average expenditure per teacher for PL	\$750.00

Teacher Satisfaction

Teacher surveys conducted by MACS indicate that :

78% of staff indicated that Queen of Peace has a positive school climate

77% of staff indicated that they work well together in teams to improve teaching and learning.

77% of teaching staff believe there are quality relationships between staff and members of the leadership team.

61% of staff report feeling that school is a psychological safe space.

We have seen improvements in all other areas surveyed.

However, some teachers continued to report that they are feeling overwhelmed by the workload and challenges presented in some 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
Masters	3
Graduate	3
Graduate Certificate	2
Bachelor Degree	24
Advanced Diploma	8
No Qualifications Listed	19

Staff Composition	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	63
Teaching Staff (FTE)	48.46
Non-Teaching Staff (Headcount)	28
Non-Teaching Staff (FTE)	18.25
Indigenous Teaching Staff (Headcount)	0

Community Engagement

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

School Advisory Council:

In 2024, the school established its School Advisory Council for the first time. The SAC met throughout the year with parent representatives from each level of the school. The SAC provides an opportunity for the principal to inform the members of school priorities as outlined in the Annual Action Plan, future direction in capital works and enrolment. It is also an important forum for parents to provide feedback to the school leadership about how the school is meeting the learning needs of the students. The SAC members appreciate the opportunity to meet, discuss important issues and provide an opportunity for the voice of parents to be heard in the school.

The school is also a part of the wider Holy Trinity Parish Education Board. The Board has representatives of the five schools of the Holy Trinity Parish and the parish priest as members. The Board meets termly and is an opportunity for the schools and the parish to work closely together in mission. Two parent members of Queen of Peace Primary School SAC and the principal are members of the HTPEB.

Parents and Friends:

The Queen of Peace Parents and Friends Committee is an active member of the QOP community and facilitates fundraising, special events and social functions for the community. In 2024, the P&F ran special lunch days, mother's day and father's day stalls, school discos, the Colour Run, trivia night for parents and other social functions. The committee coordinates volunteer parents for events. Funds raised by the P&F support the students in learning and in the school playgrounds.

Cyber Safety Initiatives

We have continued to work with both Inform & Empower (digital literacy and safety) and continue to implement 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.

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. This continued into 2024.

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

Survey data from MACSSIS 2024 showed that there is increasing positivity around the following areas within the school community:

- Family engagement
- School fit
- Student safety
- Communication

Catholic Identity remained steady but we do need to continue to break down barriers to engagement for our parent community.

The overall school positive climate also increased from 50% in 2023 to 57% in 2024.

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.qopaltonameadows.catholic.edu.au