



Melbourne Archdiocese
Catholic Schools

2025

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 2025 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 23 Mar 2026

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Yours sincerely,

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

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 2025 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 2025 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 Binh Le and Fr Trac Nguyen 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 the Holy 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 2025:

- 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 led by the Religious Education Leader explored and utilised the RE Framework to plan, implement and evaluate religious education units and lessons.
- Staff 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 commenced the accreditation to teach religious education in Catholic Schools course in 2025.

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, Grandparent'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, we are committed to creating a learning environment informed by evidence-based research and practice. In 2025, we strengthened teacher expertise through targeted professional learning, coaching and support for the implementation of strategies that promote both academic success and positive student behaviour.

In 2025, teachers focused on responsive teaching and the gradual release of responsibility through the I Do, We Do, You Do approach. Explicit strategies, including daily reviews and checks for understanding (CFUs), helped students master new learning, while engagement norms and structured classroom routines such as pair/share, read with me, and whiteboard activities, encouraged active participation. Whole-school routines, including Classroom Mastery strategies and behaviour cues for start, entry, and exit, continued to teach expected behaviours explicitly and reinforce consistent classroom management.

Professional learning and coaching remained a priority. Early in the year, all teachers participated in a professional learning day focused on strengthening their understanding of evidence-based practices. Throughout the year, Knowledge Society coaches observed lessons, provided feedback, and modelled effective practices, while leaders offered ongoing coaching and support in teaching and data use. Leaders also participated in Melbourne Archdiocese Catholic Schools (MACS) Literacy and Mathematics networks, and, along with classroom teachers, attended the five-day Teach Well Masterclass Series, deepening their understanding of research-based instructional strategies. Additional professional learning, led by MACS facilitators, focused on the importance of intellectual preparation.

In 2025, we continued to strengthen student learning in Mathematics through evidence-based teaching and curriculum-aligned resources. Teachers implemented Ochre units, providing structured lessons that promote consistency and deepen understanding. Staff engaged in professional learning through MACS Maths Networks, Math PLCs, and other training focused on explicit instruction and curriculum alignment. Students further extended their mathematical thinking through participation in Maths Games and the Maths Olympiad.

In English, teachers continued to strengthen foundational skills through evidence-based teaching. UFLI Foundations, an explicit and systematic phonics program, was embedded in Years F–2, enabling teachers to provide structured instruction in the essential skills for proficient reading and spelling. In Years 3 to 6, Spelling Mastery was introduced, using an evidence-based Direct Instruction method to deliver structured lessons to develop reliable spelling.

Teachers also commenced implementation of the Ochre English units, an evidence-based curriculum resource that includes daily reviews, grammar, text-level reading, vocabulary, and writing activities. Leaders engaged with *The Writing Revolution* by Judith Hochman and Natalie Wexler, reading and discussing a chapter each week to prepare for implementation in 2026. Professional learning, facilitated by Natalie Wexler, further supported leaders in developing their understanding of this approach.

Assessment continued to play a central role in monitoring and supporting student learning in 2025, with a range of tools used to gather and analyse data across year levels. DIBELS (Dynamic Indicators of Basic Early Literacy Skills) assessments were implemented from Foundation to Year 6 to measure reading development. Students in Foundation and Year 1 also completed the English Online Interview (EOI) and Mathematics Online Interview (MOI) to assess their early literacy and numeracy understanding, with Year 2 students undertaking the MOI as well. PAT (Progressive Achievement Testing) online assessments, including Early Years, PAT Reading Adaptive, and PAT Mathematics Adaptive were administered from Foundation to Year 6, with data analysed during professional learning meetings to guide interventions, set goals, and inform curriculum planning.

In the upper years, the Place Value Assessment Tool (PVAT) supported the monitoring of student growth and informed targeted teaching, with a strong focus on place value. Additionally, Essential Assessment was used in Years 3 to 6 to track student achievement in Mathematics, providing valuable data to guide instruction and support ongoing progress.

In 2025, Queen of Peace continued two key partnerships with Inform and Empower and Linewize to further strengthen digital safety and wellbeing programs. Through Inform and Empower, students participated each term in live-streamed sessions focused on online safety and wellbeing. Linewize supported school-time filtering on all school devices, promoting safe and focused digital engagement.

Queen of Peace School maintained its commitment to delivering a balanced and comprehensive curriculum, offering specialist programs in Physical Education, Visual Arts, Music, Performing Arts, Auslan, and Library.

The Learning Diversity team continued to support students with additional learning needs, ensuring access to content and materials that enhance their learning capacity. Personalised Learning Plans (PLPs) were developed and monitored for students with diagnosed or imputed cognitive, physical, sensory, and social-emotional needs. Families were consulted through termly Program Support Group (PSG) meetings, fostering strong partnerships in supporting students. Adjustments to learning were formally submitted annually through the NCCD, and the school collaborated with Melbourne Archdiocese Catholic Schools (MACS) to facilitate referrals, additional assessments, and ongoing partnerships to support learning.

In 2025, 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

NAPLAN data relating to the percentage of students meeting proficiency standards indicates mixed progress across both Year 3 and Year 5, with areas of strong growth alongside areas requiring continued focus.

In Year 3, there have been notable improvements in reading (64% to 75%) and writing (77% to 82%). However, spelling (62% to 57%), grammar (61% to 56%) and numeracy (70% to 68%) have shown some decline, highlighting areas for continued development.

In Year 5, encouraging growth is evident in grammar (53% to 70%), writing (70% to 77%) and spelling (62% to 65%). Reading (75% to 73%) and numeracy (65% to 62%) have decreased slightly and will require ongoing focus.

Overall, the data reflects strong growth in writing across both cohorts, alongside improvements in key literacy areas. A continued, targeted focus on spelling, grammar and numeracy will support greater consistency of outcomes across year levels.

A closer look at the 2025 NAPLAN data highlights specific strengths and areas for further development:

Year 3

Strengths:

- Reading has shown strong improvement (64% to 75%)
- Writing continues to be a strength, with further growth (77% to 82%)

Challenges:

- Spelling has declined (62% to 57%)
- Grammar has decreased (61% to 56%)
- Numeracy has shown a slight drop (70% to 68%)

Year 5

Strengths:

- Grammar has shown significant improvement (53% to 70%)
- Writing has strengthened further (70% to 77%)
- Spelling has improved (62% to 65%)

Challenges:

- Reading has declined slightly (75% to 73%)
- Numeracy has decreased (65% to 62%)

We will build on areas of growth while targeting identified areas for improvement through explicit teaching and high-quality learning experiences for all students.

NAPLAN - Proportion of students meeting the proficient standards					
	2025 (current year)			2-Year Average	
Domain	Year level	Mean Scale score	Proficient	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	415	56%	423	59%
	Year 5	500	70%	492	61%
Numeracy	Year 3	418	68%	418	69%
	Year 5	486	62%	484	64%
Reading	Year 3	418	75%	418	70%
	Year 5	502	73%	496	74%
Spelling	Year 3	412	57%	408	60%
	Year 5	482	65%	477	64%
Writing	Year 3	416	82%	413	80%
	Year 5	493	77%	493	74%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2025 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Student Wellbeing

Goals & Intended Outcomes

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 2025 school year

- Collaboration with Learning Diversity Leaders to enhance social emotional supports, adjustments and goals for additional needs students.
- Completion of Domain 3: Stamina and Engagement and 4: Character of the Berry Street Education Model.
- Staff PLCs focusing on implementing and embedding BSEM practices and strategies

- Staff PLCs focusing on Social Emotional Wellbeing survey data driving our teaching and learning
- 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 completed by each child 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.
- 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 (Inform and Empower)
- 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.
- Cross Framework and Scope and Sequence created between Berry Street Educational Model and Resilience, Rights and Respectful Relationships.
- Staff engaged in learning in the ongoing work of Resilience, Rights and Respectful Relationships termly sessions to align with current work of the Berry Street Educational Model (sessions with children to begin in 2026).

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 2025 to 2026 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 2025 indicate that :

75% of students feel that their teachers hold them to high expectations

71% of students believe that they are a valuable member of our community

68% of students have a positive mindset about themselves as learners

50% of student believe there is physical and psychological safety while at school

52% 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	90.96
Y02	92.76
Y03	92.47
Y04	93.25
Y05	89.72
Y06	92.5
Overall average attendance	91.94

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.
- Implementation of a data team to coordinate the collection and storage of data in line with QoP Assessment Plan
- 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
- 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.
- Continue to support beginning teachers through VIT mentor, Beginning Teachers' Network, Induction program
- 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 to support staff in working towards professional learning goals.
- Provide professional learning in evidence based practice, to continue building the capacity of staff in English and Mathematics.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2025	
<p>Expenditure And Teacher Participation in Professional Learning</p> <p><i>List Professional Learning undertaken in 2025</i></p> <ul style="list-style-type: none"> • Professional learning provided by external providers in literacy, numeracy and classroom management, including SPELD (UFLI) and MacLit. • 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 consolidating our behaviour curriculum, incorporating work previously undertaken. • Staff members undertaking external study in accreditation studies. • Staff participated in networks through MACS Western Region and centrally. • Professional learning for staff undertaking VIT mentor roles. • Professional learning for provisionally registered teachers through MACS. 	
Number of teachers who participated in PL in 2025	60
Average expenditure per teacher for PL	\$750.00

Teacher Satisfaction

Staff surveys conducted by MACSSIS in 2025 show a marked difference in perceptions between teaching and non-teaching staff and female and male staff. Generally both non-teaching staff and male teaching staff recorded increased positive responses to the surveyed questions. On the whole, our female teaching staff reported lower levels of satisfaction for the 2025 MACSSIS survey period compared to other cohorts.

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.

The school continues to work with all staff developing their professional capabilities and understanding of systematic supports, complex needs and build upon professional learning undertaken.

Teacher Qualifications	
Doctorate	0
Masters	3
Graduate	3
Graduate Certificate	2
Bachelor Degree	24
Advanced Diploma	8
No Qualifications Listed	20

Staff Composition	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	51
Teaching Staff (FTE)	40.2
Non-Teaching Staff (Headcount)	26
Non-Teaching Staff (FTE)	17.22
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:

Following the establishment of the Queen of Peace Parish Primary School School Advisory Council in 2024, the SAC in 2025 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.

The Holy Trinity Parish Education Board meets termly at a school in the parish.

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 2025, 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.

Inform & Empower host parent focussed webinars, equipping parents and carers with knowledge about how to keep their children safe online.

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, Harmony Day and DMD 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. Our social media strategy has connected the school and the community - sharing celebrations and learning at Queen of Peace with current families, prospective families and alumni.

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 2025 showed that there is increasing positivity around the following areas within the school community:

- Family engagement
- School fit
- Student safety
- Communication
- Catholic Identity

We 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 to 72% in 2025.

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