



2024

Annual Report to the School Community



St Peter's School

Fenton Street, BENDIGO NORTH 3550

Principal: Jeremy Darmody

Web: www.spbendigo.catholic.edu.au

Registration: 1709, E Number: E3047

Principal's Attestation

I, Jeremy Darmody, attest that St Peter's School is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2024 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 02 Apr 2025

About this report

St Peter's School is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

Governing Authority Report

The Catholic Education Week theme for 2024, “Behold I Make all Things New,” invited us to reimagine possibilities to enliven our ministry in Catholic education in innovative and creative ways. The theme challenged us to ensure our educational enterprises were clearly focussed on every student, every teacher, every school, every day.

In 2024, the recognition that Catholic Education Sandhurst Limited (CESL) is a multi-school system found expression in our commitment to streamlined governance responsibilities and enhanced support for our learning centres. This approach allows for unified policies, consistent standards, and centralised support, while still catering to the unique needs of each individual learning centre.

To align the work of Catholic Education Sandhurst Ltd with the CESL Strategic Plan 2023-2027, three “Guiding Lights” have been identified that will shape the work of the organization for the next three years:

- **Authentically Sandhurst Catholic Education**
Recognizing our rich diocesan relationships and commitment to spiritual formation, Sandhurst Catholic Education is living the missionary call to respond to the needs of our young people and our world with an ongoing and Gospel infused process of encounter, deep listening, discernment and courageous action.
- **Outstanding Learner Growth**
Together, across the system, we will invest in educational and allied staff capabilities so that irrespective of personal circumstances, every young person in every school will have access to an equitable, sound, engaging and responsive learning program.
- **Solidarity and Subsidiarity**
Through our commitment to solidarity, in each of our learning centres, our young people have the same opportunity to flourish and grow. Our collective strength will be used for the benefit and growth of all parts of the organisation.

At the same time, subsidiarity allows entities to bloom and thrive under clear parameters, knowing in which circumstances decisions are to be made at the lowest level possible, or the highest level necessary.

In line with these three Guiding Lights and the recognition that CESL is both an evangelizing and educative entity, 2024 saw the groundwork established for Magnify Sandhurst, a transformative learning and teaching program to be rolled out to our 51 Catholic schools across the Sandhurst Diocese. This new learning and teaching program aims to significantly

enhance the learning experience for students and provide teachers with the tools they need to deliver an evidence-based curriculum that boosts student outcomes.

With the support of world-class educational partners such as Steplab, Knowledge Society, MultiLit, and Ochre Education, Magnify Sandhurst is an investment in the future of every child in all 51 schools. With the mantra, 'Every student, every teacher, every school, every day', the program is designed to create a learning environment that challenges and supports students, helping them reach their full potential.

I am extremely grateful for the commitment and professionalism that is clearly identified by the efforts throughout 2024 of our school staff and Catholic Education Sandhurst Office personnel; they continue to work tirelessly for the students and families in our schools and are true bearers of the Mission to which they have been called.

Kate Fogarty

Executive Director, Catholic Education Sandhurst Limited

Vision and Mission

IDENTITY STATEMENT

St Peter's is a unique Catholic school that embraces, nurtures and values each child in an open and diverse learning environment.

We are a spirit filled community where different backgrounds, cultures and abilities are celebrated.

MISSION STATEMENTS

At St Peter's we believe:

- That God is present in all people and living things; the values of Jesus are taught as well as lived in our school community.
- That all members of the school community feel welcomed, supported, respected and safe because relationships have been developed and are valued.
- Each child has unique and special characteristics that are recognised, respected and nurtured as a part of who they are and where they are going.
- That the needs of the children are the cornerstone of all decision-making which is best achieved through partnership with the whole school community.
- That together we can create learners who are independent, resilient, tolerant, self-aware, self-managed, curious and confident in their own abilities.
- That learning is a lifelong journey, therefore all children have a right to an excellent education, to be guided and encouraged to be the best they can be.
- That all children have the right to feel safe and be safe. We aim to create a child-safe and child-friendly environment where children feel safe and are free to enjoy life to the full without concern for their safety. The wellbeing of children in our care will always be our first priority and we have zero tolerance for child abuse.

ST PETER'S GRADUATE OUTCOMES

At St Peter's we commit to educating students to be:

- In a strong relationship with God and to become aware of their own and others' spirituality.
- Safe, happy, confident and optimistic about life and their future.
- Resilient risk-takers who learn from their experiences.
- Contributing members of society who are aware of and appreciate others.
- Life-long learners who are literate, numerate, inquiring and questioning problem solvers.
- Socially and emotionally competent, caring and respectful of self, others, the environment and their learning; and who can build and maintain positive relationships throughout their lives.

- Capable of reaching their full potential by fostering their passions and strengths and by equipping them with the skills and strategies to embrace life's challenges.

School Overview

St Peter's Primary School is a vibrant Catholic learning community located in North Bendigo. In 2024, our enrolment reached 131 students, including 30 Aboriginal and Torres Strait Islander students. Our school continues to grow while maintaining a strong focus on inclusion, connection, and excellence in learning.

We currently operate 11 classrooms with reduced student numbers, allowing for greater individual support and stronger relationships between staff and students. Our class structure consists of 2 Prep classes, 3 Year 1/2 classes, 3 Year 3/4 classes, and 3 Year 5/6 classes. Each classroom is named after an Indigenous animal, reflecting our commitment to embedding First Nations perspectives in the daily life of our school.

St Peter's provides a rich curriculum supported by specialist programs in Music, Visual Arts, Environmental Education, and Library. Auslan is the language taught across all year levels. Our whole-school approach to the teaching of synthetic phonics underpins early literacy development, and we continue to implement evidence-based intervention programs to support all learners.

Our Religious Education program seeks to nurture the living faith of our community in partnership with families, and to guide students in making thoughtful, ethical decisions in how they live and relate to others. Our connection to St Kilian's Parish and regular involvement in liturgical celebrations enrich the spiritual life of our school.

Wellbeing is a cornerstone of our culture. Through the Dogs Connect program, students benefit from the presence of our wellbeing dogs, who support regulation and connection. Our pastoral approach is informed by trauma-aware practices and supported by a highly dedicated and skilled team.

We are proud of our diverse and inclusive community. Our staff are lifelong learners who work collaboratively to build strong relationships and respond to the individual needs of students. Through continual professional development, reflective practice, and a shared commitment to excellence, we strive to ensure every child is known, safe, and thriving.

Principal's Report

We are pleased to present the 2024 Annual Report to the School Community for St Peter's Primary School, a year in which our theme Pilgrims of Hope has inspired a renewed focus on purpose, connection and resilience across all areas of school life.

St Peter's continues to be a vibrant and welcoming Catholic school, where each learner is known, supported, and encouraged to thrive. This year, we have seen further growth in enrolments, a deepening of staff professional learning, and continued enhancement of our learning environments. As Co-Principals, it has been a privilege to walk alongside our community throughout this journey.

Our Catholic identity remains central to our work. In partnership with Fr Junray and St Kilian's Parish, we have supported students and families to engage in sacramental life, classroom prayer, and whole-school liturgies. The Source of Life curriculum and Catholic Social Teachings are visible across classrooms, supported by professional learning and leadership. Staff have engaged in the Blessed, Broken and Shared program to deepen their own formation and ability to lead faith experiences. Our ongoing presence at parish events and community liturgies reflects the strength of our school-parish partnership.

Learning and teaching at St Peter's has been shaped by our continued integration of the Magnify Sandhurst framework. Staff have embraced high-impact strategies through STEPLAB coaching, consistent classroom routines, and data-informed planning. While these changes have brought challenge, they have also strengthened staff collaboration and clarity. Literacy and numeracy remain key priorities, with InitialLit and MacqLit supporting early and ongoing intervention. Teachers have taken part in structured coaching, PLC inquiries, and targeted professional development to support consistency and student growth across all levels.

We continue to be recognised as a school that embraces diversity and inclusion, with many of our students receiving personalised learning support. The Wrap Around The Learner (WATL) model has matured this year, with leadership and specialist staff working collaboratively to meet individual needs. Our ESOs have been instrumental in this process, and we thank them for their commitment to student learning and wellbeing.

Pastoral wellbeing continues to be a defining strength of our school. This year, we have seen the continued success of our Dogs Connect program with Oreo joining Lexi, and our MHiPS Leader Karli Price leading proactive wellbeing support and mental health initiatives. Break-time activities, social skills groups, and family engagement initiatives have supported positive behaviour and belonging across the school. OneBox continues to provide food security to many of our families, with additional support from local community organisations such as the Lions Club of Heathcote and Bendigo.

Our learning environments are changing and improving. Stage 2 of our building works commenced this year, involving the refurbishment of six classrooms, new meeting spaces, and additional individual toilets. This has required careful planning and staged construction to minimise disruption, and we are grateful to our staff and students for their adaptability. Once completed, this project will significantly enhance the functionality, safety, and aesthetics of our school.

We have also continued to develop our approach to environmental stewardship, participating in ResourceSmart Schools, promoting sustainable practices such as composting and recycling, and supporting student voice in this area.

Our school's commitment to the Child Safe Standards has remained a core priority. Staff have engaged in ongoing professional learning, with clear structures in place to support reporting, wellbeing monitoring, and preventative education.

This year has also seen further growth in community engagement. We have continued to strengthen communication with families through our updated newsletter format on Naavi, invited parent participation through learning walks and events, and supported connection through breakfast events, school tours, and transition programs. A highlight has been the enthusiasm of our community in engaging with new initiatives and celebrating student success.

We offer our heartfelt thanks to our incredible staff for their unwavering dedication, professionalism, and care for every student. Their efforts behind the scenes and in classrooms each day do not go unnoticed. We also thank our families, parish, and the broader community for the trust and support you offer St Peter's.

As we conclude this year, we do so with deep gratitude and a renewed sense of hope for what lies ahead.

Jen Roberts & Jeremy Darmody
Co-Principals
St Peter's Primary School – Bendigo North

Catholic Identity and Mission

Goals & Intended Outcomes

Build the knowledge and understanding of Catholic Identity, Indigenous perspectives and recontextualisation

- Provide Indigenous focus to events throughout the year
- Indigenous focus included in all school celebrations, gatherings and masses
- Build and strengthen connections with outside indigenous agencies i.e BDAC/CEO
- Continue to offer Sacramental opportunities to all community members
- Utilise Parish Priest to build staff knowledge and understanding of Catholic traditions and faith.
- Cultural Day

Achievements

At the heart of every Catholic school is the call to love one another—through our words, actions, relationships, and decisions. At St. Peter's, this love is not a slogan on a wall or a mission statement left unopened in a handbook. It is real. It is alive. It is lived each day in every classroom, corridor, staffroom conversation, yard duty, and community gathering. This spirit of love, inclusion, and deep respect has not only shaped the way we teach and learn, but how we lead, serve, and encounter one another.

Over the past six years, it has been a profound privilege to lead Catholic Identity and Religious Education in this community. Together, we have built a strong, authentic, and relevant expression of our faith—one that makes sense to our students, staff, and families and reflects the needs and hopes of our North Bendigo context. This year we continued to walk alongside one another, deepening our understanding of Catholic tradition, Indigenous perspectives, and the recontextualisation of faith in contemporary Australia. Through meaningful prayer, staff formation, inclusive celebration, and intentional leadership, we have met people where they are and helped them encounter God's presence in their own lives.

Celebrating and Lifting Up Culture

With a growingly diverse student and family population, our school's ongoing commitment to honouring and celebrating culture has never been more important. This year, we continued to intentionally weave Aboriginal and Torres Strait Islander perspectives throughout our school life—not just during specific events, but within the fabric of our identity. From Acknowledgements and Welcomes to Country at all major gatherings, to the way we

incorporated Indigenous stories, voices, and viewpoints into our liturgies and classroom learning, culture is not a side note—it is a cornerstone.

We marked significant events such as National Apology Day and National Reconciliation Week with whole-school liturgies, prayer, and class-based inquiry. We explored what ANZAC Day, Mother's and Father's Day, and environmental observances mean from an Indigenous lens—opening new doors of empathy and understanding.

One of our proudest moments was the Culture and Language Day, led by Jake Wilkinson and Madison Hall. This day was a vibrant and joyful celebration of Indigenous, Filipino, Indian, and Karen cultures—through food, language, art, storytelling, and games. Students weren't just taught about culture—they experienced it, embraced it, and celebrated it.

Deepening Our Life of Prayer

One of the most powerful and consistent aspects of our Catholic identity at St. Peter's is our prayer life. Prayer is not an afterthought; it is the heartbeat of our community. It anchors us in times of joy and sorrow, growth and challenge. This year, we continued to prioritise and deepen the way we pray—together as staff, with our students, and with our families.

Staff prayer is rich and purposeful, shaped around the liturgical calendar and also responsive to the world around us. Whether it's a morning reflection, a gathering following a bereavement, or time set aside during Advent and Lent, staff step into prayer with openness and reverence. This culture of prayer overflows into classrooms, where students engage in prayer that is accessible, creative, and heartfelt.

Parents are welcomed into our liturgical life—not as guests but as fellow members of our spiritual family. Our liturgies and Masses are intentionally crafted to be engaging and meaningful for all who attend. Every word, song, and symbol is chosen not only to reflect the beauty of the Catholic tradition, but to speak to the lives of those in our pews. At St. Peter's, prayer is not something we do. It's something we live.

Celebrating the Sacraments and Liturgy

Our connection with St. Kilian's Parish remained strong in 2024. Through our partnership with the parish Sacramental Team, students continued their journey of faith through the sacraments of Reconciliation, Confirmation, and Eucharist. This year, five students celebrated their First Eucharist and Confirmation, and three completed their preparation for Reconciliation.

What makes these celebrations so special is the presence of our staff—who attend, support, and celebrate alongside the students and their families. It is a testament to their commitment not only to their students, but to their own witness of faith.

Although no students celebrated Baptism through our school this year, we continue to offer this unique opportunity, thanks to the generous support of Fr. Junray. We pray and hope that more students will join the Catholic family through Baptism in the future.

Our liturgies are a powerful expression of faith in action—accessible, inclusive, and spirit-filled. Whether it's a classroom liturgy, a whole-school Mass, or a small gathering around a candle and story, every experience is designed to meet people where they are and draw them deeper into the mystery and joy of God.

Religious Education and Formation

Religious Education at St. Peter's is more than a curriculum—it's a sacred responsibility. Supported by the Source of Life curriculum and our ongoing partnership with Colleen Hampson from the Catholic Identity team at Catholic Education Sandhurst, we have continued to build staff confidence and capacity in delivering rich and authentic learning experiences.

Staff consistently show a willingness to engage with the content deeply—not just to understand it, but to reflect on how it speaks to their own life and beliefs, before translating that meaning for their students. The result is a deeply personal and relational approach to Religious Education—where Gospel values are not only taught but embodied.

Investing in Our Staff – Our Greatest Gift

Our staff are the hidden key to the strength of our Catholic identity. Their willingness to step into vulnerability, to ask big questions, and to lead their students in faith, even when unsure, is nothing short of remarkable.

To honour and invest in them, we held another whole staff retreat in 2024, facilitated by Maria Ford. Her message of the “wounded healer” resonated deeply—inviting staff to see their own challenges and pain as part of God's work in them, shaping them into compassionate educators and ministers of hope.

A highlight was the storytelling session where Jake Wilkinson, Jo Negri, Carmel Christy, and Madison Hall courageously shared their own spiritual journeys—rooted in culture, identity, and faith. These stories stirred reflection across the staff, inspiring each person to consider how their own life stories connect to the sacred work they do.

A Personal Note – Moving Forward with Gratitude and Hope

As I prepare to begin a new chapter at St. Kilian's in 2025, it's hard not to feel both joy and heartache. Joy for what we've achieved, and heartache for leaving something so special. This school—its spirit, its soul, its people—is unlike any other.

As Fr. Rom Hayes once said, St. Peter's is the hidden gem of the parish. I feel blessed beyond words to have been part of this story. And to echo Sr. Kathleen, our founding principal, who returned for our 50th anniversary in 2023—this school is exactly what she hoped it would become: a place where all thrive, where faith is alive, and where God's love shines from the centre.

To all those who have supported me and shaped this journey—thank you. To Fr. Junray, for his openness to try new ways of connecting faith and community. To Jen Roberts and Jeremy Darmody, for your courageous and unwavering trust in my leadership. To the staff—for entrusting me with your faith, even when it felt like stepping off the edge into the unknown—you didn't fall, you were held. Held by grace, by community, and by God's loving arms. May St. Peter's continue to be a place of welcome, of love, and of life lived to the full. I carry you all with me in prayer and in gratitude.

Prayer: A Blessing for the St. Peter's Community

Loving God,

You have walked beside our school community through every step of our journey—
In moments of growth and joy, in seasons of challenge and change.

We thank you for the gift of St. Peter's—

For its people, its faith, its story, and its heart.

May this school always be a place where all are welcomed,

Where culture is honoured,

Where prayer flows freely,

And where love is lived boldly.

Bless the staff with courage, the students with wonder,

And the families with peace and purpose.

As new chapters begin, may the roots of faith and the wings of hope

Continue to shape this school into a beacon of light.

We ask this in Jesus' name, Amen.

Miggy Podosky

Leader of Catholic Identity & Religious Education

Value Added

Catholic Identity & Formation

- Embedded Catholic values into daily life through lived actions, not just documentation or symbolic gestures.
- Recontextualised Catholic teaching to make faith relevant, inclusive, and accessible for a diverse school community.
- Built staff capacity in faith leadership, enabling staff to plan and lead authentic prayer and liturgy independently.
- Fostered a culture of spiritual formation by offering professional learning and opportunities for staff to explore their own faith journeys.
- Created responsive prayer practices that met the needs of the community during times of grief, global events, and local milestones.

Prayer and Liturgy

- Strengthened the whole-school prayer life by embedding it deeply into the rhythm of the school day and year.
- Made liturgies and Masses engaging and accessible, especially for families and students unfamiliar with Catholic tradition.
- Partnered with staff and students to co-create prayer experiences, ensuring ownership, authenticity, and creativity in liturgical planning.
- Developed systems and templates that supported consistent, high-quality liturgical and prayer experiences.

Sacramental Life

- Strengthened the partnership with the St. Kilian's Parish and sacramental team, ensuring high-quality preparation and celebration of Reconciliation, Confirmation, and Eucharist.
- Promoted and facilitated Baptism through the school, making entry into the Catholic Church accessible for families who might otherwise miss the opportunity.
- Celebrated the sacraments in ways that honoured students' stories, ensuring pastoral care and public acknowledgment of these sacred milestones.

Religious Education

- Led consistent and faithful implementation of the Source of Life curriculum aligned with diocesan expectations.
- Worked closely with CES Sandhurst advisors to enhance staff understanding of religious content and pedagogy.
- Ensured a recontextualised approach to Religious Education, where teachers engaged deeply with Catholic tradition, explored their own understanding, and translated faith concepts in ways that were meaningful and accessible to contemporary learners.
- Encouraged inquiry-based and relational approaches, making religious learning more student-centred and personally meaningful.

Cultural Inclusion and Indigenous Perspectives

- Wove Indigenous perspectives throughout liturgies, curriculum, and commemorations—not just during NAIDOC or Reconciliation Week.
- Held a Culture and Language Day that celebrated Indigenous, Filipino, Indian, and Karen cultures—creating opportunities for student agency and intercultural understanding.
- Led the use of Acknowledgement and Welcome to Country at all gatherings, setting a standard of cultural respect and identity.

Staff Wellbeing and Formation

- Created and led whole-staff retreats, investing in staff as people of faith, not just educators.
- Introduced the concept of the 'wounded healer', connecting personal life experience with vocation and care for others.
- Promoted storytelling as a means of formation, particularly through highlighting Indigenous voices and spiritual journeys of staff members.

Strategic and Visionary Leadership

- Articulated and modelled a clear vision for Catholic Identity that was understood, embraced, and lived by staff.
- Promoted a synodal approach—inclusive, dialogical, and listening-based leadership embedded in structures and processes.
- Mentored and empowered staff so the faith life of the school is not leader-dependent, but sustainable and community-led.
- Positioned St. Peter's as a model school in the diocese for inclusive and contemporary Catholic identity.

Learning and Teaching

Goals & Intended Outcomes

At St Peter's, we continued to strive to meet the needs of all learners through our inclusive educational setting and personalised learning. We embraced diversity and continued to tailor our approach to ensure that every student, regardless of background or ability, had access to meaningful learning experiences. By fostering a supportive environment and implementing innovative strategies across the curriculum, we empowered students to reach their full potential, nurturing resilience, personal growth, social and emotional stability.

The goals outlined in our Annual Action Plan were to:

- Embed consistent teaching practices and routines across the school.
- Strengthen the use of data to inform teaching and learning, particularly within PLCs and planning processes.
- Support staff in implementing literacy and numeracy programs aligned with diocesan expectations, including Multi-Lit and preparation for Ochre.
- Build teacher capacity in delivering targeted, structured, and student-centred instruction that promotes growth for every learner.
- Deepen alignment between teaching, learning, assessment, and planning through collaborative structures and professional learning.

These goals reflected our school's continued emphasis on evidence-based pedagogy, personalised learning, and a shared commitment to improving outcomes for all students.

Intended Outcomes

- To provide an inclusive and engaging learning environment that supports the unique needs of all students.
- To implement personalised learning strategies that enhanced student engagement, progress and academic growth.
- To foster a culture of collaboration and continuous improvement among educators, ensuring best practices in teaching and learning, using data to inform all decision making.
- To integrate innovative ideas, a model of Multi-Tiered Systems of Support (MTIS) and evidence-based methodologies into our school model to best support our learners.

Achievements

In 2024, St Peter's continued to refine and strengthen its teaching practices through collaborative structures, targeted intervention programs, and intentional professional learning. Our focus remained on building instructional consistency across classrooms and supporting staff to work in structured, data-informed, and reflective ways.

Key achievements included:

- Strengthened PLCs and Data Use: Planning structures across all levels were redefined to centre data reflection, student progress tracking, and goal-setting. Unit planning documentation was aligned to VCAA expectations and included consistent norms and processes, improving instructional clarity and coherence across the school.
- Targeted Literacy and Numeracy Support: Our evidence-based approach to literacy was further embedded, with widespread staff participation in InitialLit training and the continued delivery of MacqLit for older students. Internal assessments such as InitialLit, ABLES, and PAT provided staff with valuable data to plan small group and individualised interventions.
- Ochre Readiness: Staff participated in Term 4 professional learning led by CESL's Reid Smith, supporting readiness for the implementation of Ochre in Literacy and Numeracy in 2025. This learning strengthened understanding of planning structures, scope and sequence, and assessment alignment.
- Instructional Consistency through the Behaviour Curriculum: In collaboration with Knowledge Society, our school continued implementing consistent teaching and behaviour routines. These routines supported the development of calm, structured learning environments and reinforced the integration of social-emotional learning within curriculum delivery.
- Professional Learning Linked to Planning: Meeting agendas across the year were intentionally aligned to AITSL Standards, the School Improvement Tool, and Annual Action Plan goals. This ensured professional learning was timely, purposeful, and embedded in the daily work of educators.
- Integration of Technology into Learning: As part of our transition from Google to Microsoft platforms, staff engaged in professional learning with Using Technology Better. This improved digital fluency and enabled more efficient collaboration, planning, and communication.
- Unit-Based Inquiry and Student Engagement: All teams were supported to embed student agency and voice into their unit planning. Opportunities for choice, inquiry, and reflection helped students take ownership of their learning, contributing to improved engagement and resilience.
- Support for Diverse Learners: Staff implemented a range of targeted learning programs and personalised learning plans to support diverse learners across the school. These adjustments ensured equitable access to learning and addressed the individual academic, social, and emotional needs of students.

- Trauma-Informed and Differentiated Practice: Ongoing professional learning in trauma-informed teaching, differentiation, and inclusive practice enhanced staff capacity to meet the complex needs of our learners, particularly those with neurodiversity or wellbeing challenges.
- Partnerships with Families and Community: Stronger collaboration with families and external support agencies contributed to improved attendance, access to health-related services, and increased family participation in learning conversations and planning.

Additionally, throughout 2024, school leaders engaged in a series of diocesan-led professional learning sessions to prepare for the 2025 implementation of the Magnify Sandhurst Framework. In collaboration with CESL and Knowledge Society, leaders focused on building a shared understanding of high-impact instructional practice, the Behaviour Curriculum, and consistent planning routines. This work has laid the foundation for continued professional growth and curriculum development in the year ahead.

Student Learning Outcomes

At St Peter's, we continue to use a range of assessment tools—both internal and national—to monitor student progress and inform teaching. These include PAT assessments, InitialLit data, and NAPLAN results. Our approach remains centred on growth, equity, and personalised support, particularly given the high learning diversity within our student cohort.

In 2024, NAPLAN data for Years 3 and 5 is included in the table on the next page. While results in Year 3 remain below national expectations in several domains, we continue to see individual progress through internal assessments, particularly among students receiving targeted intervention. Year 5 results reflect positive growth in Writing, Spelling, and Reading, with over 50% of students reaching the proficient standard in several domains.

Our small cohort sizes and high number of students with personalised learning plans mean that year-level averages do not always reflect the full growth story. Teachers continue to use individual data to guide their planning, and our focus on consistency, literacy intervention, and structured teaching remains a key priority moving into 2025.

We will continue to prioritise:

- Evidence-based literacy and numeracy programs such as InitialLit and MacqLit
- Collaborative planning with clear expectations for data-informed instruction
- Early intervention and support through WATL and small group teaching
- A focus on growth over time rather than single-point achievement

The full breakdown of NAPLAN data is provided in the table below.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	255	32%
	Year 5	494	54%
Numeracy	Year 3	318	32%
	Year 5	432	43%
Reading	Year 3	324	29%
	Year 5	462	54%
Spelling	Year 3	309	32%
	Year 5	459	62%
Writing	Year 3	332	32%
	Year 5	483	67%

*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

- Promote care for self through programs and support that meet the needs of our students to build relationships and increase their self-efficacy.
 - SEL Staff PD
 - Continue implementing specific programs
- Support the social and emotional wellbeing of all through facilitating effective processes and programs.
 - Developing the Wellbeing Framework
 - Developing the Wellbeing Strategic Plan
 - Reflective Circles
 - ALERT Program
 - Regular staff social connections, including beginning of year
 - Escalation Cycle Review

Achievements

Catholic education calls us to love with intention—to place human dignity at the centre of all we do, and to ensure every child has the opportunity to live life to the full. At St. Peter's, wellbeing is not a program or department. It is a way of being. It is the heartbeat of how we teach, how we lead, how we relate, and how we serve.

In 2024, our work in Student Wellbeing was a living embodiment of this mission. We strengthened systems, clarified roles, elevated staff voice, supported families, and—most importantly—held space for children to be known, supported, and uplifted. Our approach is both strategic and deeply pastoral. It honours the head, heart, and hands of Catholic education.

A Synodal Approach Through Role Clarity and Communication

A cornerstone achievement this year was the intentional focus on role clarity and communication across the wellbeing team. We recognised that true collaboration cannot occur without clear expectations, defined responsibilities, and regular opportunities for dialogue.

This year:

- We formalised Wellbeing Team meeting structures, ensuring all key roles were represented—Learner Diversity, MHIPS, family support, school leadership, external partners, and ESOs.

- We introduced agenda structures with space for all voices, and ensured agendas and minutes were circulated in advance to allow for purposeful input.
- Staff had the opportunity to add items, provide updates, and seek advice—fostering a true culture of shared ownership.
- We prioritised transparent information sharing, with less reliance on corridor conversations and more reliance on shared systems.

This clarity allowed for deeper collaboration. Staff felt safe to ask questions, to name concerns, and to share insights. It meant that meetings became spaces of problem-solving and creativity, rather than confusion or overwhelm. This is synodality in action—walking together, discerning together, leading together.

Robust Structures to Support Students with Dignity and Purpose

One of the most significant areas of growth has been the consolidation of structures that allow us to meet students' complex needs with consistency, compassion, and strategic insight. These are not “tick boxes” — they are sacred pathways that help children experience care that is timely, appropriate, and empowering.

Key systems include:

- Wrap Around the Learner (WATL) – A proactive, case-based support process that gives structure to problem-solving, accountability, action planning, and review. WATL ensures that no child “falls through the cracks” and that teacher concerns are heard and supported.
- PBIS Framework – This whole-school approach provides shared language, expectations, and responses to behaviour. It is underpinned by restorative practices and values the dignity of every learner.
- Escalation Cycle Reviews – A post-incident structure that allows us to reflect on how to better support students during periods of dysregulation. These reviews ensure we plan forward, not just respond to what happened.
- The Big Question – A whole-school SEL tool that uses essential questions to explore wellbeing themes (e.g., “How can I stay calm when I feel angry?”), embedded in curriculum and classroom discussion.
- School Blitz – Targeted school-wide initiatives that reinforce key behaviour and wellbeing goals through daily routines and focused reminders.
- Regulation Time – Scheduled after breaks to help students transition back to learning. These sessions are responsive to student needs and align with our trauma-informed lens.
- PSG and Care Team Structures – Designed with families in mind, these meetings prioritise collaborative planning, clarity of communication, and follow-through.
- Assessment and Referral Pathways – Tools such as ROSEA assessments and partnerships with The Local provide the necessary data and external insight to inform targeted intervention.

These processes bring order to complexity. They help teachers know what to do when things are hard. They help students feel seen and supported. And they help the community trust that St. Peter's walks with them through every challenge.

Leadership Within the Team – Compassion, Clarity, and Credibility

Strong teams are built on strong leadership—and this year, our wellbeing team exemplified both compassion and professionalism in every action.

Karli Price, as our MHiPS practitioner, played a key role in transforming Tier 1 and 2 wellbeing support into structured, visible, and professional practices. She introduced evidence-informed approaches such as Smiling Mind, clarified team priorities, and helped the school move from reactive to proactive models of mental health care. She not only provided intervention but built capacity in those around her, coaching staff and contributing to school-wide planning.

Alex Love-Linay, in her work supporting families, demonstrated how to advocate with both courage and respect. She built trusting relationships with vulnerable families, coordinated support from external agencies, and showed staff what it means to stand in the gap for a student while walking respectfully alongside parents.

The Family Support Wellbeing Team (Kristy Dupille, Sherree Jorgensen & Madi Hall) ensured that no child went without. From food and uniforms to hygiene and safety, they worked behind the scenes to quietly uphold the dignity of every student. Their presence reminded the school that wellbeing starts with meeting basic needs—and they did so with grace, consistency, and care.

Empowering Staff Through Learning and Support

Our staff were relentless in their commitment to understanding the needs of their students—particularly those with additional, complex, or neurodiverse needs. What stood out this year was:

- The increased staff engagement with wellbeing-focused professional learning, from trauma-informed practice to Smiling Mind and SEL curriculum implementation.
- The use of shared planning tools such as the SEL scope and sequence, ensuring developmental alignment across levels.
- The use of introspection, sensory tools, and regulation strategies embedded into classroom routines.
- A shared language emerging around regulation, escalation, support, and consequence—moving beyond behaviour management into relational, restorative practice.
- Regular 2-minute tune-ups and coaching moments built into team meetings that helped staff reflect, reset, and plan.

Professional learning wasn't limited to formal sessions. It happened in conversations, coaching, modelling, and walking beside. Staff are no longer working in isolation; they are part of a system that supports, trains, and equips them.

Recognition of Our Education Support Officers (ESOs)

One of the greatest strengths of our wellbeing culture at St. Peter's is the extraordinary team of Education Support Officers (ESOs) who work across all learning spaces. Their contribution to student wellbeing cannot be overstated—they are not just support staff; they are trusted guides, skilled co-regulators, and advocates for some of our most complex learners.

This year, our ESO team was formally recognised as Highly Commended Team Nominees in the 2024 Australian Teacher Aide of the Year Awards—a national honour that reflects their outstanding commitment, teamwork, and impact on student growth and wellbeing. However, the daily evidence of their excellence is even more powerful than the award.

Our ESOs:

- Work alongside students with significant behavioural, cognitive, and emotional needs, providing real-time regulation, redirection, reassurance, and calm.
- Engage in ongoing professional learning, attending meetings, contributing to WATL and PSG processes, and applying training in trauma-informed practice, neurodiversity, and communication support.
- Demonstrate incredible adaptability, often working across multiple classrooms and contexts, while maintaining deep knowledge of individual student goals, needs, and emotional triggers.
- Build strong relationships with students—relationships that are often the key factor in a student returning to the classroom, staying safe, or feeling known and valued.
- Are equal members of the wellbeing team, offering insights during meetings, contributing to planning, and aligning their work to whole-school expectations such as PBIS, Big Question, and regulation strategies.
- Assist in modelling and embedding school-wide wellbeing practices, such as transitions, regulation zones, check-in strategies, and use of visual supports.
- Proactively seek out strategies, support one another, and share success stories—contributing to a culture of shared growth and high expectations.
- Step into intense and emotional spaces with grace—handling escalations, crisis moments, and recovery with poise, consistency, and deep care.

More than just “helping hands,” our ESOs are agents of transformation. They are embedded in every structure that works: from the Escalation Cycle Review to WATL, from break-time regulation to behaviour support planning. Without them, our wellbeing systems would not be sustainable. With them, our systems are stronger, more relational, and more responsive.

Their impact isn't just on individual students—it's on classroom culture, on teacher confidence, and on the overall calm and safety of our school. In many ways, they are the hidden thread that holds our student wellbeing work together.

A Culture Grounded in Data, Driven by People

We continued to strengthen our ability to use data to inform our decisions—particularly in behaviour and attendance. This year:

- Teachers were trained to access and interpret wellbeing data, making it more accessible and usable.
- Behaviour and attendance data were shared regularly with staff to guide proactive decisions.
- WATL and problem-solving meetings were informed by data, not just anecdote. We moved beyond data collection into data storytelling—asking not only “What is happening?” but “Why is it happening, and what can we do about it?”

We didn't use data to label students—we used it to understand them. To challenge assumptions. To try something new. It became a tool of empowerment.

A Living Expression of Catholic Identity

Everything we have done in Student Wellbeing this year has been a direct response to the Gospel call to love. Our work—whether feeding a child, holding a difficult conversation, or writing a behaviour plan—is a liturgy of service.

At St. Peter's, we believe that wellbeing is not separate from faith—it is how we live our faith. To serve is to love. To advocate is to honour. To walk with is to witness Christ.

Final Reflection

This has been a year of deep growth. We have built systems that support people, practices that reflect our values, and a team culture that honours every person.

We don't just talk about inclusion—we build structures to make it possible. We don't just talk about support—we train people to deliver it. And we don't just talk about care—we live it in every moment.

St. Peter's is a place where wellbeing is sacred, practical, and transformational. A place where love—real, messy, courageous love—leads the way.

Value Added

Strengthened Role Clarity and Communication

- Established clear roles and responsibilities across the Wellbeing Team, leading to greater confidence, consistency, and accountability.
- Designed and implemented structured agendas and communication systems that prioritised staff input, timely updates, and shared decision-making.
- Created a synodal culture of leadership—where all voices are heard and valued in every wellbeing conversation.

Embedded Evidence-Based Structures

- Fully embedded proactive systems including WATL, PBIS, Big Question, School Blitz, and Escalation Cycle Reviews.
- Built a predictable and supportive referral and response structure for staff and students, reducing reactive behaviour responses.
- Established regulation time and clear transition supports across the school, improving classroom readiness and emotional safety.

Elevated MHiPS Integration and Leadership

- Leveraged the MHiPS role to deliver Tier 1 and Tier 2 supports, with embedded structures, shared language, and consistency across classrooms.
- Developed teacher and leader capacity to embed mental health and wellbeing practices in daily teaching.

Modelled Compassionate Advocacy

- Showcased exemplary family partnership work, led by key team members, highlighting how advocacy can be relational, restorative, and impactful.
- Strengthened family voice and engagement in PSGs and care teams, ensuring families feel seen, heard, and supported.

Culturally and Practically Responsive Care

- Continued commitment to meeting student needs through tangible supports such as food boxes, uniform provision, hygiene access, and more.
- Actively removed barriers to learning and dignity, especially for students experiencing disadvantage or trauma.

Nationally Recognised ESO Team

- Education Support Officers were nominated for a national award and consistently exceeded role expectations.

- Integrated ESOs into all levels of wellbeing practice, from co-regulation in classrooms to WATL participation and strategy development.
- Fostered professional growth and collaboration among ESOs, increasing their confidence, expertise, and agency.

Deepened Staff Capacity for Diverse Learners

- Promoted a culture of ongoing professional learning with strong staff engagement in SEL, trauma-informed practice, neurodiversity, and regulation.
- Supported teachers to shift from behaviour management to relationship-based, proactive responses.
- Created shared SEL resources and visual supports aligned to developmental stages and school-wide themes.

Data-Driven, Student-Centred Decision Making

- Made wellbeing, behaviour, and attendance data accessible and usable for all staff through training and coaching.
- Used data to inform proactive planning and review, rather than punitive action—supporting a learning-oriented approach.
- Embedded regular reflection cycles in wellbeing meetings that connected data with strategy and growth.

Faith-Led, Mission-Driven Culture

- Ensured every wellbeing decision was grounded in Catholic values—placing love, human dignity, and care at the centre.
- Created systems that do not just serve students—but honour them.
- Built a school culture where wellbeing is not an add-on, but a core expression of Catholic identity.

Student Satisfaction

In 2024, we had planned to administer the ORIMA Student Attitudes to School Survey to formally capture student voice and perception. However, despite our best intentions, the timing and demands of the term—combined with the significant adjustments required to make the survey accessible to all learners—meant we were unable to complete the process as hoped. Many of our students, particularly those in junior levels or with additional learning needs, would have required considerable support to access the language and structure of the survey. Balancing this with the day-to-day demands of supporting a complex and diverse cohort proved challenging.

While we were disappointed not to capture student feedback through the formal tool, we remained deeply committed to hearing and responding to student voice in more relational and authentic ways. At St. Peter's, satisfaction is not measured solely through data points—it is reflected in the strength of student-teacher relationships, which remain the cornerstone of student wellbeing and engagement.

We have continued to monitor student experience and emotional safety through:

- Ongoing classroom and yard observations by leadership and wellbeing staff, identifying shifts in engagement and connection.
- Daily check-ins and regulation supports, allowing students to communicate needs non-verbally and access support before issues escalate.
- Classroom-based student reflections, often embedded into SEL or Big Question sessions, where students explore how they feel, what they need, and how they experience their classroom community.
- Positive anecdotal data, such as increased willingness to attend regulation time, seek support from trusted adults, and participate in whole-school events like liturgies, School Blitz, and transition sessions.

Despite not having survey results, our relational data tells a powerful story. Students are increasingly comfortable expressing their needs, advocating for themselves, and trusting in the adults around them. Teachers continue to be the greatest factor in student connection, and this year we saw countless examples of staff going above and beyond to support students emotionally, socially, and academically.

As we look to 2025, we remain committed to capturing student voice in ways that are accessible, developmentally appropriate, and inclusive. This may include modified survey tools, the use of visuals and assisted prompts, or structured interviews supported by trusted staff. Our goal is simple: to ensure every student feels heard, valued, and empowered in their experience at school.

Student Attendance

In 2024, the average student attendance rate at St. Peter's reached 86.0%, marking a continued and significant improvement from previous years—up from 81.3% in 2023, and 77.4% in 2021. This three-year upward trend is a testament to the school's strategic, pastoral, and data-driven approach to improving student attendance.

Year-level averages for 2024 ranged from 79.7% (Year 4) to 90.5% (Year 2). While these figures remain below national benchmarks, they accurately reflect the complex reality of our student cohort. St. Peter's serves a diverse and often vulnerable community, including a high number of students with lived experiences of trauma, anxiety, disrupted attachment, socio-emotional needs, and neurodiversity.

At St. Peter's, we view attendance as more than a statistic—it is a barometer of student wellbeing and a critical gateway to learning, safety, and belonging. We have taken intentional steps to shift the narrative around attendance from one of compliance to one of care and connection.

Key strategies contributing to improved attendance include:

- Deliberate and ongoing analysis of attendance data, shared with staff in accessible formats to guide class-level and school-wide planning.
- Targeted interventions through WATL and Care Team structures, identifying barriers to attendance and developing individualised responses.
- Proactive family engagement, focusing on supportive, solutions-based conversations rather than punitive follow-up.
- Wellbeing supports for emotionally vulnerable students, including flexible start times, adjusted transitions, regulation time after breaks, and strong adult relationships.
- Integration of attendance messaging into School Blitz themes, assemblies, and reward systems, reinforcing the value of showing up as part of whole-school culture.
- Partnerships with external services such as The Local, helping families overcome material or psychological barriers to school participation.
- Professional learning for staff, linking attendance challenges with trauma-informed teaching, co-regulation, and student engagement strategies.

This consistent, whole-school approach is beginning to bear fruit—not just in improved data, but in the lived experience of students who are choosing to come to school more often, staying longer, and engaging more deeply.

We remain committed to further growth. Our goal is not perfection, but progress—measured in small victories, trusted relationships, and an unrelenting belief that every child deserves the opportunity to show up, to belong, and to thrive.

Average Student Attendance Rate by Year Level	
Y01	87.1
Y02	90.5
Y03	83.7
Y04	79.7
Y05	87.2
Y06	87.6
Overall average attendance	86.0

Leadership

Goals & Intended Outcomes

In 2024, leadership at St Peter's aimed to nurture the professional growth of all staff, strengthen distributed leadership structures, and build a culture of collaboration aligned to the AITSL Standards and our school's strategic goals. Specifically, we set out to:

- Embed professional learning and staff development into all formal structures including Staff Meetings, PLCs, and ESO meetings.
- Use instructional coaching and peer observation to enhance teacher practice and promote a culture of reflective growth.
- Clarify role descriptions and leadership responsibilities to ensure alignment with the evolving needs of the school.
- Foster student voice and agency through leadership opportunities across all year levels.
- Build staff capacity for higher expectations and collective efficacy.
- Support leadership development through structured mentoring, inquiry, and shared decision-making.

Achievements

This year saw significant progress in building a shared understanding of what leadership looks like in practice at St Peter's—not only for those with formal titles, but for all staff who lead from their roles. Our Leadership Executive remained committed to ensuring every decision was grounded in our school vision, Catholic identity, and the lived needs of our community.

Key achievements include:

- **Professional Learning Embedded into All Systems:** All staff meetings, PLCs, and ESO meetings were explicitly aligned to the AITSL Standards, the School Improvement Tool (SIT), and the Annual Action Plan. Meeting schedules were structured to include identified growth areas and linked strategies, ensuring continuity and strategic focus across the year.
 - **Instructional Coaching and Peer Observation:** Leadership Executive engaged in instructional coaching training and launched a two-tiered coaching process with staff. This began with four teachers who were coached and later became peer coaches themselves, allowing the model to cascade and build staff-to-staff instructional leadership.
- ESO Professional Learning: Our Education Support Officers continued to receive targeted, scheduled professional learning at least four times per term. These sessions

built their confidence and capacity to support student regulation, wellbeing, and learning—particularly for those with complex needs.

- **Leadership Clarity and Role Development:** All leadership role descriptions were reviewed and refined to better reflect the scope and focus of each position. This has supported clearer goal-setting and accountability while enabling new and aspiring leaders to step into roles with purpose.
- **Student Leadership and Voice:** Staff were supported to integrate student agency into planning and goal-setting. Opportunities for leadership were expanded across year levels, with students contributing to school initiatives such as the School Blitz, assemblies, cultural events, and classroom decisions.
- **Strategic Leadership Growth:** Staff with leadership aspirations were mentored throughout the year, with opportunities to attend CES networks, lead school projects, and contribute to professional development. This approach has begun to build a strong pipeline of future leaders within our school.
- **Team-Based Leadership Culture:** The leadership structure at St Peter's—built on collaboration, dialogue, and distributed decision-making—continued to evolve through consistent consultative processes, including the Leadership Team and the restructured Consultative Committee. This model has strengthened ownership, accountability, and shared direction.

In summary, leadership at St Peter's in 2024 was both strategic and relational. Grounded in our Catholic identity and school values, our approach to leadership uplifted the capacity of individuals, the cohesion of teams, and the confidence of staff to lead with clarity, courage, and care.

Expenditure And Teacher Participation in Professional Learning

List Professional Learning undertaken in 2024

At St Peter's Primary School, we believe that a school's greatest asset is its people. In 2024, we made a significant investment in the professional learning of our staff, guided by our Annual Action Plan, AITSL Standards, and the Magnify Sandhurst Framework. Our commitment to staff development centred on building capacity across behaviour support, faith formation, instructional practice, and leadership—ensuring every learner at St Peter's is taught and supported by reflective, skilled, and purpose-driven educators.

Key highlights of our 2024 professional learning program included:

- Positive Behaviour Support with Dan Petro: Building on the success of our Behaviour Support Team (BST), which has supported our school for over eight years, we established a second BST in 2024. This new team participated in five targeted training sessions with behaviour analyst Dan Petro, gaining expertise in positive behaviour intervention and school-wide support practices that foster calm, consistent, and safe learning environments.
- Religious Education and Source of Life with Colleen Hampson: In partnership with Colleen Hampson from the Catholic Education Sandhurst Religious Education team, staff participated in a series of unit planning workshops and a whole-staff session focused on designing engaging and theologically rich Religious Education lessons. Colleen supported teams in aligning learning to the Source of Life framework while deepening their understanding of Catholic pedagogy and recontextualisation.
- Leadership Development through Growth Coaching: Six of our middle leaders engaged in a two-day Introduction to Leadership course run by Growth Coaching International. Joined by over 40 colleagues from Catholic primary schools across Bendigo, our staff developed coaching skills and leadership strategies to support reflective conversations and growth across their teams.
- Magnify Sandhurst Implementation Preparation: School leaders engaged in diocesan-led professional learning throughout the year in preparation for full Magnify implementation in 2025. This included structured planning time and engagement with the Knowledge Society team to build understanding of evidence-informed practice, instructional routines, and the Behaviour Curriculum.
- InitialLit Training for Literacy Instruction: The majority of classroom teachers, along with several Education Support Officers (ESOs), undertook training in InitialLit to enhance early literacy instruction. This program supports a whole-school approach to teaching synthetic phonics and decoding, ensuring consistency across the early years and targeted intervention support.

Expenditure And Teacher Participation in Professional Learning	
<ul style="list-style-type: none"> • <u>Ochre Training with CESL</u>: In Term 4, staff engaged in Ochre training led by Reid Smith from Catholic Education Sandhurst. This supported the school's transition into using Ochre to guide planning and assessment in Literacy and Numeracy, ensuring strong alignment with diocesan curriculum frameworks. • <u>Education Support Officer Development</u>: Our ESOs participated in regular professional learning, including structured exploration of the Australian Teacher Aide (ATA) website to develop their skills in intervention, wellbeing support, and classroom engagement. • <u>Digital Learning with Using Technology Better</u>: To support our transition from Google Workspace to Microsoft 365, teaching staff worked with consultants from Using Technology Better. This training enhanced staff confidence in digital planning, communication, and collaboration—key skills for modern, connected classrooms. • <u>Spirituality Retreat – Cadell on the Murray</u>: The most significant and transformative professional learning experience for staff in 2024 was our whole-staff Spirituality Retreat. Facilitated by Colleen Hampson and Maria Ford, both from the CESL Religious Education team, this retreat provided a sacred space for staff to reconnect with our mission and deepen their personal and collective faith journeys. Centred on the themes of belonging, calling, and hope, the retreat was a powerful experience of reflection, connection, and renewal. 	
Number of teachers who participated in PL in 2024	51
Average expenditure per teacher for PL	\$521.28

Teacher Satisfaction

Staff satisfaction at St Peter's Primary School remained strong in 2024, with the annual Catholic Education Sandhurst (CES) School Engagement Survey reflecting high levels of staff confidence, connection, and professional engagement. Our overall positive endorsement rate reached 70%, consistent with the previous year's 71% and well above the CES average of 64%.

A particular highlight was the domain of Catholic Identity, with a positive endorsement rate of 89%, significantly exceeding the diocesan average of 72%. This result affirms the impact of our deepened commitment to faith formation, inclusive practices, and a lived expression of Gospel values across the school.

Staff confidence in leadership also remained a clear strength. An outstanding 97% of staff positively endorsed the quality of relationships between staff and school leaders, while 73% affirmed the overall effectiveness of leadership at St Peter's. These results reflect a strong culture of relational trust, transparency, and shared direction.

One of the most notable areas of growth in 2024 was the domain of team support, which rose from 68% in 2023 to 79%, highlighting increased clarity and alignment in teaching and learning priorities, collaborative structures, and leadership visibility. Similarly, psychological safety remained exceptionally high at 89%, affirming that staff feel safe to speak up, take risks, and engage authentically within the school community.

While many domains reflected strong and improving trends, staff feedback continues to be an area for growth. With a 37% positive endorsement—up from 33% and now aligned with CES averages—this domain will remain a strategic focus in 2025. The school is committed to further developing timely, constructive, and ongoing feedback loops across all teams.

Overall, the 2024 survey results affirm that St Peter’s is a school where staff feel valued, supported, and empowered to grow. Our emphasis on distributed leadership, intentional professional learning, and relational trust continues to foster a workplace culture that is positive, purposeful, and deeply aligned to our mission.

Teacher Qualifications	
Doctorate	0
Masters	4
Graduate	2
Graduate Certificate	1
Bachelor Degree	11
Advanced Diploma	4
No Qualifications Listed	15

Staff Composition	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	29
Teaching Staff (FTE)	22.98
Non-Teaching Staff (Headcount)	32
Non-Teaching Staff (FTE)	20.51
Indigenous Teaching Staff (Headcount)	1

Community Engagement

Goals & Intended Outcomes

- Focus on connection and communication with the school community, including between staff and with families.
 - Carpark conversations
 - Regular school events
 - Student Learning Expos
 - Parent data collection

Achievements

At St. Peter's, community engagement is not simply about events or communication—it's about relationship. As a Catholic school, we believe that the school community is a living, breathing body where everyone belongs, and no one walks alone. In 2024, our focus on strengthening connection and communication with families became a deeply lived expression of our Catholic identity—grounded in love, trust, and shared hope.

Our school doesn't just serve a community—it becomes community. For many of our families, St. Peter's is their most stable and trusted network. It's the place they turn to in times of crisis, uncertainty, or change. It's where they feel safe to ask for help, to be vulnerable, and to believe in a better future for their children. The level of trust families place in our staff and school is profound—and humbling. We do not take it for granted. We honour it by showing up daily in the small and big ways that matter.

Everyday Presence, Extraordinary Impact

We know that community is built in the everyday. This year, we placed intentional emphasis on small acts of connection that carry deep meaning—those informal yet powerful moments that show our families we see them, we care, and we are walking with them.

- Staff were present in the car park, greeting families each day, creating space for updates, questions, reassurances, and casual check-ins.
- Teachers and wellbeing staff provided regular, informal updates at pick-up and drop-off, ensuring families felt informed and engaged without needing a formal meeting.
- These moments, though small in structure, were huge in impact. They built trust, opened communication, and reminded families that their children—and they themselves—matter.

Shared Experiences and Collective Belonging

Alongside our day-to-day presence, we celebrated our identity as a community of welcome and joy through whole-school events that brought families together.

Key highlights included:

- School Expos, where families walked through classrooms, saw their children's learning, and engaged in rich conversations with teachers.
- The Bush Dance, a joyful celebration of community spirit and culture that brought laughter, dancing, and shared memories for hundreds of attendees.
- Parent evenings focusing on wellbeing, relationships, and behaviour—offering not only information, but a sense of solidarity and empowerment.
- Masses and liturgies throughout the year that welcomed families into the spiritual life of the school—crafted to be accessible, relevant, and filled with love.

Each event was not simply an item on the calendar—it was a moment to strengthen the bonds of trust, connection, and shared purpose. They were reminders that we are a community not just of learners, but of pilgrims journeying together.

A School that Walks With Families

More than anything, 2024 reinforced that St. Peter's is more than just a school for many of our families—it is a lifeline, a guide, and a companion. In a community where many do not have extended networks or consistent external support, St. Peter's stands in the gap. We walk with families through hardship, change, and celebration. We are there in the phone calls, the tears, the crisis meetings, the joyful updates, and the long walks to healing.

This is what it means to be a Catholic school—not just to teach about love, but to be love in action. Not just to speak about mission, but to live it alongside the people who need it most.

Final Reflection

Community engagement at St. Peter's is not an initiative—it is a way of life. It happens in the everyday, in the unexpected, in the car park, in the classroom, in the quiet moments where trust is built and love is shown.

We are proud of the community we have nurtured, and we are honoured by the trust placed in us. As we move forward, we remain committed to walking with our families, guiding them, and helping them live life to the full, just as Christ calls us to do.

Parent Satisfaction

In 2024, we planned to collect formal parent feedback through the ORIMA School Improvement Survey. However, despite promoting the opportunity across multiple platforms, we received no responses. While this was disappointing, we recognise that for many families in our community, formal survey participation is not the primary way they express

engagement or trust. Their voice, instead, is heard through conversations, connection, and presence.

At St. Peter's, we measure parent satisfaction through the depth of the relationships we build, the frequency and warmth of our interactions, and the unwavering trust families place in our staff. In a community where many families may not have extended support networks, our school becomes their anchor—a place they turn to not only for education, but for advocacy, stability, and pastoral care.

Despite the absence of survey data, we have strong indicators of parent satisfaction through:

- High levels of engagement in day-to-day school life—parents greeting staff, attending meetings, walking in with their children, and staying for informal chats at drop-off and pick-up.
- Consistent participation in events such as the School Expo, Bush Dance, parent evenings, Masses and liturgies, where families are warmly present and highly engaged.
- Strong attendance at PSGs and Care Team meetings, where families feel listened to, respected, and supported.
- Regular feedback from families—often verbal, heartfelt, and deeply affirming—about the difference St. Peter's is making in their child's life and in their family's wellbeing.
- Families openly reaching out for help, trusting the school to walk with them through personal, emotional, or financial difficulty. This is one of the most powerful signs of satisfaction and belief in the school's mission.

Perhaps the clearest measure of parent satisfaction is this: our families trust us with their whole story. They trust us with their children's fears, challenges, and dreams. They trust us not because of a flyer or a survey, but because every day they see that our actions match our values. That we love, serve, and walk with them.

As we look ahead, we will continue to explore more accessible and culturally responsive ways to gather parent voice. But in the meantime, we remain grateful for the quiet, powerful testimony of presence, participation, and partnership that speaks volumes about how our families feel.

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.spbendigo.catholic.edu.au