

2019

ANNUAL SCHOOL REPORT

SERVICE.LEADERSHIP.JUSTICE

Together in Christ



St Peter's Primary School

Dunbar Street, STOCKTON 2295

Principal: Mr Michael Punch

Web: <http://www.stockton.catholic.edu.au>



www.mn.catholic.edu.au

About this report

St Peter's Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Schools Office (CSO), Maitland-Newcastle. The CSO as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education. The Annual School Report (the 'Report'), provides parents and the wider community with fair, accurate and objective information about various aspects of school performance and development. Additionally, the Report complements and 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.

Detailed information about the School's improvement journey is documented in the School Improvement Plan (SIP) which is developed, implemented and evaluated in consultation with key stakeholders. 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 be also be obtained from the My School website.

Message from key groups in our community

Principal's Message

2019 has been a successful year at St. Peter's School. Numbers continued to grow and the school made progress academically, socially and in its physical structure.

In 2019 St Peter's launched new mission and Vision Statements which will serve as guides for future teaching and learning. "Led by Christ we learn and live in truth and action" will provide direction for St Peter's for the foreseeable future. To reflect our school's constant efforts to improve teaching and learning, the following mission statement was developed. "Through innovative teaching and courageous learning, St Peter's Primary will strive to meet high expectations for all. We will be true to ourselves through our Catholic faith and live the Mercy Values in our community".

2019 saw the school successfully implement the second phase of its BYOD program for years 4 and 5 as well as the production of the school's inaugural Art Show. Funding under the Literacy and Numeracy Action Plan again saw the employment of a Lead Teacher and progress in teaching and learning was clearly visible.

2020 promises to be even better for our growing school as we embrace pedagogical change and continue to strive for achievement from all our students.

Michael Punch
Principal

Parent Body Message

The St Peter's P and F wish to acknowledge the outstanding work delivered by all of the staff and volunteers at St Peter's Primary School. Educating young people is a very demanding role, with great responsibility. The Parents and Friends Association wishes to provide community recognition to all of these people who educate and work with parents in partnership to give the students a great opportunity in life.

2019 was a very successful year at St Peter's. Partnership between the school and the community continued and the regular P&F meetings were an opportunity for information to be shared by all parties and to provide feedback.

New regulations requiring volunteers to acquire Working With Children Checks and to undergo an Induction were implemented and the take up rate among parent volunteers was very high, demonstrating the desire for parents to be involved in their children's education.

A number of fund raising events were held during the year to ensure continued financial support to programs and services offered at the school. These events were financially successful and provided social opportunities for building community.

The Parents and Friends association was able to contribute by purchasing resources for the school this year, including equipment to maintain the grounds at the facility, library furniture, play equipment as well as teaching resources and educational opportunities for the students.

Thanks to many volunteers, the canteen functioned successfully as a service to parents and students at the school. Meal deals continued to be successful and were a great way to raise funds. Throughout the year the canteen menu was refined in order to continue towards meeting the requirements of The N.S.W. Healthy School Canteen Strategy.

A disco was held during the year which was very well attended and allowed the students to enjoy a social activity. The biennial Spring Ball was a successful fund raiser and the school's inaugural art show added another dimension to education at St Peter's.

The young people of St Peter's enjoyed another successful year and the number of students continues to rise on the back of the success of the school. St. Peter's Primary school continues to provide a safe environment to allow its students to enjoy school life and to build and develop friendships with peers.

The Parents and Friends Association has been able to assist the Principal and his team of educators to deliver sound educational outcomes for these young people and remains a vehicle for the expression of parent opinion.

P&F President

Student Body Message

The St Peter's year six class of 2019 were incredibly fortunate to attend such a beautiful and respectful school that accepted all types of students. We are all grateful that we were provided the opportunity to receive a high standard of education from this highly respected school and we want to communicate why St. Peter's Primary School Stockton is the best school for your child.

Religion taught kids how the world was made and why it was made, and most importantly, about Jesus' time and when he was alive. Religion also highlighted to children why helping and giving to others is important in life, this aspect of religion leads onto a special program which was implemented by the school in 2019. Called Goldies, the program urged kids to understand how to help and support people when they needed it. Whenever students display excellent levels of learning or do something exceptional they receive a Goldie. The more Goldies you were awarded the more surprises you got!

At the commencement of the 2019 school year St Peters offered an amazing buddy support system for new kinders. Through this system, Year 6 students were able to provide direction, assistance and friendship to the young students.

Sporting competitions and sports activities are an integral part of the St Peter's calendar. Students were encouraged to attend gala days and sporting trials throughout the year, including Soccer, Netball and Cricket gala days and Cricket, Soccer, Rugby League and Netball sporting trials. Debating was also a main feature of year six.

In 2016, our year 3-4 class was asked to provide creative ideas and design suggestions relating to the construction of a new playground and skatepark on the Stockton foreshore. In 2019, the efforts of students were realised when the Playground and Skatepark were officially opened by the Newcastle City Council.

St. Peter's school has always encouraged creative ideas in visual arts and in 2019 we worked together in completing artworks for a 2019 Art Show. The focus of the art show was to bring all students and families together to celebrate the achievements of students. Parents were able to bid on and purchase artworks throughout the evening.

The St Peter's vision statement, 'Led by Christ, we learn and live in truth and action,' is important for students to keep at the forefront of their minds, as it provides rules and guidelines around acting in faith and with compassion. Throughout the school year there were many examples where students displayed mercy values. These values relate to faith in God, compassion, hospitality and justice. The school's mission for all students was an overall understanding of God's values and through innovative teaching and learning, St Peter's will strive to meet high expectations for all. We will be true to ourselves through our Catholic faith and live the mercy values in our community.

The end of the school year was like no other, bushfires were wreaking havoc in NSW and other Australian states, leading to the postponement of our Milson Island camp expedition. Our teacher was instrumental in organising a new date for the excursion, which took place the last week of term. It was an exciting time for all students attending the camp and the activities enabled students to bond, developing a spirit of friendship and inclusiveness.

On behalf of the year six students of 2019, we'd like to say thank you to all the teachers and support staff who led us through both happy and sad times. They went out of their way to help us, especially when we needed it and ensured primary school was a place that everyone enjoyed and loved. All students are highly appreciative of St Peters, the school has definitely laid a solid foundation for our future education, the teachers, support staff and principal will be sorely missed, as for many of our learning years they were the heroes in our lives.

Year 6, 2019

School Features

History of the school

St Peter's Primary School, Stockton is a small school located in a beach side suburb of Newcastle. The school was first established in 1887 by the Sisters of Mercy and has been handing on the Catholic tradition and practice of faith through successive generations. Living the values and teachings of the Gospel is integral to St Peter's vision. A brief history as gathered by the Stockton Historical Society can be found below.

30/1/1887 St Peter's Catholic Church Stockton was consecrated by the Right Rev. Doctor Murray, Bishop of Maitland. The school opened with classes held in the church. St Peter's school's first building, a wooden structure, was opened in 1903 and by 1918 there were 200 children enrolled at the denominational school. On 21/7/1957 St Peter's Kindergarten King Street, was blessed and opened by Bishop Dr. John Toohey. The building was closed in the 1970's after attendance dwindled and a new kindergarten was incorporated in the present two-storied school building. 25/7/1971 St Peter's Primary School's two storied brick building was blessed and opened. More recent building work has seen improvement to the classroom and general facilities. During the year, a demountable building was installed which became the school library. The previous library was then used solely as a classroom. The library was fully functional by the end of Term 1.

Enrolment numbers have continued to grow peaking at 171 students as new families continue to move into the area. An additional class was added at the start of 2018 and the school's structure again featured separate classes in all grades.

The school entered its second year of a "Bring Your Own Device" Program which meant that students in Years 4 and 5 benefitted from the use of their own computers.

St Peter's also introduced a Positive Behaviour Support program with the key words "Respectful, Responsible and Resilient". This forms the basis for our school's behaviour policy.

With P&F assistance a visiting artist guided students in the production of an artwork which was then displayed at a gala evening.

Students from St Peter's enjoyed success in their divisions of the Regional Public Speaking Competition and progressed to represent our school at Diocesan Level. Our senior students participated in a Science Day held at New Lambton.

Sports carnivals and gala days included swimming, cross-country running, athletics, soccer, and netball.

The school was also represented at local community events such as the local ANZAC Day March and Remembrance Day Ceremony. It was indicative of the community spirit at St Peter's that more than one quarter of the students again took part in the ANZAC march.

Location/Drawing Area

St Peter's School is located in the centre of Stockton, at 5 Dunbar Street. It draws students from Stockton, Fern Bay, Fullerton Cove, Williamtown and Medowie. A growing number of students are being enrolled from the "Seaside" development at Fern Bay. Students from St Peter's usually graduate to San Clemente High School to continue their Catholic Education, though from 2021 students will be able to attend Catherine McAuley College at Medowie.

Student Profile

Student Enrolment

The School caters for students in Years K – 6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2019: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
80	91	10	171

* Language Background Other than English

Enrolment Policy

The [Enrolment Policy](#) applies to all school enrolments within the Maitland-Newcastle Diocese. School authorities manage local enrolment processes and procedures in a manner consistent with the rationale and guiding principles articulated in this Enrolment Policy and accompanying procedures. It aims to:

- Set direction for school procedures and practices for enrolling students into Catholic primary and secondary schools within the Diocese of Maitland-Newcastle.
- Establish a common, consistent approach in enrolment practices.
- Assist the system of Catholic schools to:
 - provide schooling, where possible, for children of Catholic families who seek enrolment
 - cater for the individual needs of each child equitably within the constraints of the available teaching and material resources
 - encourage parents enrolling their children in Catholic schools to give support to parish and school life, especially in education in faith.

Student Attendance Rates

The average student attendance rate for 2019 was 91.47%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group						
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
91.60	91.10	91.00	91.40	93.40	91.80	90.00

Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their potential. The School, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, School staff, as part of their duty of care, monitor part or whole day absences.

School staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the School community
- maintaining accurate records of student attendance
- recognising and rewarding excellent and improved student attendance
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented
- documented plans are developed to address the needs of students whose attendance is identified as being of concern
- the Regional Directors of Catholic Schools Office (CSO) or designated CSO officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom the School's strategies have failed to restore regular attendance.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2019:

Total number of staff	19
Number of full time teaching staff	7
Number of part time teaching staff	6
Number of non-teaching staff	6

Total number of teaching staff by NESA category

Teachers at this School are either accredited as conditional, provisional or proficient as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Diocesan Schools System (systemic schools) at these levels is as follows:

- Conditional 260 teachers
- Provisional 136 teachers
- Proficient 2060 teachers

Additionally, there are approximately 3 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific in services, meetings and conferences and a range of professional learning programs provided by the Catholic Schools Office (CSO). The School takes responsibility for planning, implementing, evaluating and tracking of its staff professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

Summary of professional learning at this school

During 2019, teachers at St Peter's benefitted from a variety of professional learning opportunities.

Executive staff attended Principal, Assistant Principal and Religious Education Assembly days and the Principal attended the Catholic Schools Primary Principals Conference. Student achievement in Writing was a focus for the year and all teachers attended a full day course, Developing an Effective Writing Program, lead by Sheena Cameron and Louise Dempsey. Teachers reinforced this learning by completing the 6 hour NESAs, NAPLAN Marking online course. The Principal and Early Learning teachers attended training in Neurological development of children and the Assistant Principal continued Year 2 of a 3 year Leadership course.

Staff members completed requirements for Faith Accreditation by participating in the writing of the school's Vision Statement during a full day's inservice. As well as this all staff members updated CPR, Emergency Care and anaphylaxis training.

Catholic Identity and Mission

Catholic Schools in the Diocese of Maitland-Newcastle participate, under the leadership of the Bishop and in partnership with parents and parishes, in the mission of the Church to provide quality education in the context of a living Catholic Christian tradition. Within this context, Catholic schools in the Diocese of Maitland-Newcastle aspire to be:

“Communities of living faith where the heart of all we do is Jesus Christ.”

(Adapted from: The Catholic School's Office Diocesan Vision Statement, 2016)

As such, they are to:

Be truly Catholic in their identity and life;

Be centres of the 'new evangelisation';

Enable students to achieve high levels of 'Catholic religious literacy'; and

Be led and staffed by people who will contribute to these goals.

(Catholic Schools at a Crossroads, 2007)

St Peter's is truly a Catholic parish school. Children from all backgrounds are invited to apply for enrolment and, as much as possible, accommodated. We have a policy of inclusion and this is demonstrated daily through action and words. The whole school community embraces people's differences and celebrates what we can learn from interacting with each other. The tolerance demonstrated by families and children is a feature of the school and is noticed by the wider community. The symbols associated with a catholic school are clearly evident to all.

Students participated in a wide variety of liturgies including Masses for the opening and closing of the school year and for Ash Wednesday, as well as other major liturgical feasts. Staff and students involved themselves in prayer and staff members met regularly to pray as a group.

Teachers taught from the Diocesan Syllabus using teaching units written for each grade and Religious Education instruction was timetabled for 150 minutes each week, usually 30 minutes per day.

During the year, the staff worked towards finalising the renewal of the school's Vision and Mission Statements during a Pupil Free Day, led by the Religious Education Coordinator. The staff revisited the school's history, discussed our purpose and aims and agreed on the final statements. These statements were launched on the feast of St Peter in Chains at an assembly which include our grandparents.

Family, Parish and Diocesan evangelising and catechesis

The school and parish have strong links. The Principal represents the school on the Parish Pastoral Council and school news is made available to parishioners.

St Peter's school has actively promoted participation in the Catholic Church community by immersing the students, teachers, parents and the wider parish community in meaningful prayer and shared liturgies.

During 2019 some Yr. 6 student leaders represented our school at the annual Diocesan Catholic School's Week Liturgy. As well as this, we participated in mission activities, raising funds for Caritas, Catholic Mission and the St. Vincent de Paul Society. Children of the school also donated items for the St. Vincent De Paul Christmas hampers and to drought appeals.

During 2019 classes were rostered to attend weekday Mass regularly as the Parish Priest became more available.

A parish Sacramental Team was formed and preparation for the conferring of the Sacraments of Reconciliation, Confirmation and First Eucharist was conducted and the ceremonies were held in the Parish Church.

During the year the school's Minni Vinnies group raised funds for various charities and the choir visited the local aged Care Facility to entertain residents.

Year 6 students sat the Diocesan Religious Literacy Test and plans were made regarding ways in which results could be improved.

Curriculum, Learning and Teaching

The School provides an educational program based on, and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for Primary Education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education. The Catholic Schools' Office Learning Framework is brings together structures that relate to quality learning and experiences in schools across the Diocese.

The Learning Framework provides a context for the development of learning and its key components, informed by research, are built around five essential elements:

Continual focus on Leading Learning

Cultures built on Collaborative Learning

Rich and purposeful Personalised Learning

Creating the conditions for Supportive Learning

Building capacity through Professional Learning

St Peter's Primary School teaches the NESA for the Australian Curriculum. Time allocated in the teaching day reflects the primacy given to the teaching of Literacy, Numeracy and Religious studies, and teachers timetables consistently display Literacy and Numeracy Blocks in prime learning time. Students requiring assistance in reading and literacy access the MiniLit and MacqLit programs which are delivered by trained staff members. Funding provided by the Literacy and Numeracy Action Plan has seen the employment of a Lead Teacher who leads improvement in pedagogy and assists in implementing intervention programs for students at Tier 2.

Teachers meet regularly as a Professional Learning Team to discuss student data and plan teaching. Student achievement data is collected, kept, analysed and often displayed visually on a "Data Wall."

To ensure that Information Technology Skills are embedded in the curriculum, students benefit from a Bring Your Own Device (Computer) Program in Years 4- 6 and other classes utilise school provided iPads and laptops.

Writing has been a focus for the school and teachers have developed practice to include strategies such as "Talk for Writing". Teachers meet to moderate work sample, set learning goals, discuss teaching ideas and plot student achievement against the learning progressions.

in Numeracy lessons, teachers introduced "Number Talks" and worked using an agreed practice in Mathematics. Students in Year 2 were all tested using the SENNA assessment. This data was recorded, analysed and used to inform teaching. Students from Years 1 - 6

also completed Progressive Achievement Tests of Reading and Maths using the online format.

During Release from Face to Face sessions, students experienced learning in areas of the Creative Arts. A highlight during the year was the employment of a visiting Art Teacher who worked with all students. Students prepared an art work for display at the school's inaugural art show which was a very successful community gathering.

Student Performance in Tests and Examinations

Analysis of these results assists School planning and is used to support teaching and learning programs.

The tables below show The percentages of students who achieved particular skill bands in numeracy and The aspects of literacy. The School results shown are compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

NAPLAN RESULTS 2019		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	57%	57%	10%	11%
	Reading	62%	53%	19%	11%
	Writing	50%	51%	5%	6%
	Spelling	43%	48%	10%	13%
	Numeracy	43%	40%	5%	12%
NAPLAN RESULTS 2019		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	35%	34%	5%	17%
	Reading	60%	37%	10%	12%
	Writing	25%	17%	10%	19%
	Spelling	40%	34%	15%	14%
	Numeracy	25%	29%	15%	14%

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines and procedures are informed by the Student Well being and Pastoral Care Policy.

The Wellbeing and Pastoral Care Policy 2017, aims to provide a framework for the policies, programs, resources and practices implemented at system and school level with the purpose of supporting and enhancing the wellbeing of students, and all within its school community. It refers to the overall climate of care that exists within a Catholic school.

The environment is designed to be safe and inclusive, one that promotes academic rigour. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents, and the wellbeing of all.

The Pastoral Care and Wellbeing Policy for Students can be found at www.mn.catholic.edu.au/about/policies

There were no changes to the policy in 2019.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned the CSO [Wellbeing and Pastoral Care Policy](#) and to the [Suspension, Exclusion and Expulsion Procedure](#). The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring respect for the rights of all students and staff. Corporal punishment is expressly prohibited in this School. The School does not sanction administration of corporal punishment by School persons and non-School persons, including parents, to enforce discipline in the School. Further information about this and other related policies may be obtained from the School's website.

Anti-Bullying Policy

The Catholic Schools Office has established an [Anti-Bullying Policy](#) which is implemented by our school and all schools in the diocese. It provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person. The CSO monitors the implementation of this policy.

The full text of the Anti-Bullying Policy may be accessed on the School's website, the administration office or at the CSO website at this link.

Complaints Handling Policy

The Diocese of Maitland-Newcastle has established a [Complaints Resolution Policy](#) which is implemented by our school and all systemic schools in the diocese. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. CSO monitors the implementation of this policy.

The full text of the [Complaints Resolution Policy](#) may be accessed on the School's website, the administration office or at the CSO website at this link.

Initiatives promoting respect and responsibility

As a Catholic School, behavioural expectations at St Peter's are guided by the teachings of the Gospel. Inherent in these teachings is respect for ourselves, others and the environment as responsibility for the actions we take as individuals and as a community. The Religious Education syllabus identifies these qualities throughout its scope and sequence.

St Peter's Primary School has been working towards the implementation of a Positive Behaviour Support program. This program began with appropriate education from behavioural advisers and involved teacher training and staff input. The school developed a matrix of expectations which evolved around three words: Respect, Responsibility and Resilience.

Teachers and students taught specific expectations and students were awarded "goldies" when recognised as following these expectations. All teachers operate with the understanding that student behaviour needs to be explicitly taught. A cumulative rewards chart was also established and students are able to accumulate "goldies" and use these to win awards. Staff members also worked towards establishing a "consequences" grid which guided the way in which staff addressed misbehaviour. This grid divides behaviour into "minor" and "major" actions. Student behaviour is also recorded on student records in the school's "Compass" platform.

Students who accumulate enough "goldies" are recognised at school assemblies and each teacher awarded a "PBS Award" as part of their class award regime.

As practical signs of respect and responsibility, students raised funds for various charities including drought and bushfire relief, the St Vincent de Paul, Caritas and the "Day for Daniel". The school's "Minnie Vinnies" group promoted these activities by producing posters

and advertising at assemblies. The school choir also visited the local aged care facility to sing Christmas Carols.

School Improvement

The School implements the systems review Cycle of improvement which outlines the processes and benchmarks for creating the culture and practice of continuous improvement with students as the focus. Strategic Plans and School Improvement Plans are future focused documents that map the School's directions, aimed specifically at improving educational and pastoral outcomes for all students through the following areas:

- Catholic Formation and Mission
- Learning and Teaching
- Leadership
- Wellbeing and Partnerships

Each year, the School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. A copy of the Strategic Improvement Plan and the Annual Improvement Plan may be obtained from the School administrative office.

Key Improvements Achieved

Key improvements throughout 2019 included:

Catholic Education and Mission

The school formulated and launched its new Vision and Mission Statements. A Sacramental team involving parish and school representatives successfully ran programs for Reconciliation, Confirmation and First Eucharist.

Teaching and Learning

The school further established and embedded teacher collaboration through fortnightly Professional Learning Team meetings. These aimed to boost achievement in writing and NAPLAN results bore clear evidence to the success of the strategies which were employed. Teacher professional learning in this area made a large contribution to improved results.

The employment of a Lead Teacher to guide teaching and learning as well as the operation of Tier 2 interventions has borne success in the development of reading and writing. This improvement is reflected in NAPLAN results.

Leadership

The school's executive team met regularly to guide direction and decision making throughout the school and team members attended their appropriate assembly days. The principal

attended the Catholic Principals' conference and the Assistant Principal took part in leadership training offered by the diocese.

Well-Being and Partnerships

The school's Positive Behaviour Support Program was successfully implemented. The school conducted a student well-being survey and collated results.

Priority Key Improvements for Next Year

Catholic Formation and Mission

The school aims to further enhance parish school relationships and also to improve academic results in the Year 6 Religious Literacy Test.

Teaching and Learning

Through involvement in the Diocesan Improvement project "Leading, Learning, Collaborative" the school aims to improve practices in the collection and analysis of data and in teacher collaboration. Executive will implement regular Learning Walks, teachers to fully implement pedagogical strategies such as Lesson Intentions, Success criteria, meaningful differentiation and a variety of teaching methods. Teachers will work towards the improvement of Teaching and Learning in Mathematics

St Peters will also become a Gifted Education Lead school. When this occurs, teachers will be trained in strategies around the identification of gifted students and in ways to differentiate learning for these students in the classroom. A Gifted Education Mentor will be employed and gifted students will be identified using COGAT and other assessments

Leadership

The executive team will fully engage in the "Leading, Learning, Collaborative " project which will involve professional learning and practical application.

A Lead Teacher/ Pedagogical mentor will be employed to lead professional development and to facilitate Tier 2 intervention.

Well-Being and Partnerships

Two staff members will be trained to facilitate the "Seasons" program to cater for students who are suffering grief and loss.

Community Satisfaction

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers. At the beginning of each review phase school's undertakes extensive surveying of all stakeholder groups. This data is shared with the school community and contributes to the priorities for future planning.

Parent satisfaction

Parent satisfaction at St Peter's is generally high. Information gleaned from Parents and Friends meetings and a variety of feedback suggests that the school is held in high esteem in the community. Supportive posts on the school's Facebook page as well as the anecdotal evidence of those seeking enrolment evidence the school's standing in the community. "Word of mouth" is usually the way in which new enrolments are made aware of the school and the school continues to attract a substantial percentage of the local area's school population.

The school's high community profile has been boosted by involvement in local issues such as "Save Stockton Beach". This even led to the school being positively reported in local press and State Parliament.

Strong parent attendance at school functions and parent/teacher interviews is also an indicator of parent satisfaction.

Any complaints or suggestions are dealt with hastily and usually to the satisfactory resolution of all concerned.

Student satisfaction

A well-being survey conducted in 2019 revealed that the majority of students were happy at school and that they felt that school was a safe place. There were some concerns expressed by students which lead the staff to look carefully at the types of well-being programs on offer. The findings of the survey were collated for analysis, comparison with previous years and for future comparison. The data also contributed to the school's Positive Behaviour Support program and helped teachers identify individual students who were of concern. Some particular issues were identified and plans were made to address them . The survey will be administered again in 2020.

Students at St Peter's thrive in a nurturing environment in which they learn and grow within a supportive community. Children are eager to come to school where they are well supported by sound teaching in all areas of the curriculum. Students take pride in representing the

school in the wider community whenever they can and are eager to be known as members of St Peter's, Stockton.

At St Peter's, staff and students accept and value difference and treat each other with respect. Students strive to achieve in class and enjoy participating in performances and extra curricular activities.

Teacher satisfaction

Staff at St Peter's work together to create the sense of community which permeates the school. Teachers value the students and demonstrate real enjoyment in and commitment to teaching. They are well supported by experienced Learning Support Assistants and administrative staff and they have access to a wide variety of resources. Professional Development is promoted by the executive and teachers regularly attend courses to develop practice, knowledge and pedagogy. There is minimal staff turnover and teachers support each other personally and professionally.

Throughout 2019 a feature of staff collaboration was the continued running of fortnightly PLC's which made a positive difference to pedagogy and to student outcomes.

During the internal school review staff members completed surveys on a variety of areas and expressed overwhelming satisfaction with the school as a workplace.

Financial Statement

This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire.

School Financial Information for the 2019 year is detailed below:

Recurrent and Capital Income 2019	
Commonwealth Recurrent Grants ¹	\$1590691
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$464477
Fees and Private Income ⁴	\$279804
Interest Subsidy Grants	\$3611
Other Capital Income ⁵	\$77943
Total Income	\$2416526

Recurrent and Capital Expenditure 2019	
Capital Expenditure ⁶	\$44317
Salaries and Related Expenses ⁷	\$1769091
Non-Salary Expenses ⁸	\$475667
Total Expenditure	\$2289075

Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

END OF 2019 REPORT