



**St Peter's Primary School,  
STOCKTON**

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## About the Annual School Report

St Peter's Primary School is registered by the Board of Studies Teaching and Educational Standards NSW (BOSTES) as a member of the Catholic system in the Diocese of Maitland - Newcastle.

The Annual School Report provides parents and the wider community with fair, accurate and objective information about various aspects of school performance and development. The Report describes achievement of school development in 2015 and gives information about 2016 priorities.

This Report is a legislative requirement under the Schools Assistance Act, 2008.

The information in this Report is complemented by the Catholic Schools Office website and school websites where other publications and newsletters can be viewed or obtained.

## Messages from Key School Bodies

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### Principal's Message

2016 has been another successful year at St. Peter's School. Enrolment numbers have continued to grow peaking at 107 students with an anticipated enrolment next year approaching 130+ as new families continue to move into the area. An additional class was added at the start of 2016 and the school's structure saw three separate classes in the Infants' department. i.e. Kinder, Year 1, Year 2, Years 3/4, Years 5/6

The major focus of our School Improvement Plan this year was on developing pedagogy in Literacy. Funding was used to provide teacher release and each teacher worked with a colleague teacher and advisor from the Catholic Schools Office to look at programming and planning of lessons, collection and distribution of appropriate resources, formulation of rich assessment tasks and plotting of students on the Literacy Continuum. Teachers found this collaboration time to be invaluable and appreciated the feedback they were able to give their peers. Funds were also allocated to the employment of a Leading Teacher who worked with the Early Stage One and Stage One classes on the teaching of Literacy. The leading Teacher also audited reading resources and organised the purchase of new resources where gaps were found. Some funds were also allocated to the employment of a Learning Support Assistant to implement the MiniLit program which aimed to support students experiencing reading difficulties.

Throughout 2016, St Peter's enjoyed a much higher profile in the community. We were featured in the Newcastle Morning Herald and also on NBN television's "Junior Journos" program. Two students from St Peter's won their divisions of the Regional Public Speaking Competition and went on to represent our school at Diocesan Level and our senior students participated in a Science Day held at Raymond Terrace.

Again the children participated in a variety of extra-curricula activities and in Term 4 the school produced a musical performance "St Peter's, You Can Do It" featuring all students. Staff members employed skills learned at a Creative and Performing Arts Professional Development Day to teach students performance skills and to put together a very professional production. 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 took part in the ANZAC march.

2017 promises to be even better for our growing school as we embrace the State Action Plan, welcome a new Leading Teacher and increase our staff with the addition of an Assistant Principal.

Michael Punch

Principal

### Parent Body

2016 Parent and Friends Annual Report.

The St Peter's P and F wish to acknowledge the outstanding work delivered by Mr Punch, all of the staff and volunteers at the facility. Educating young people is a very demanding role, with great responsibility. The P and F wish 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.

2016 was a very successful year at St Peter's Primary school. A continuing partnership with the school and the community continues. The regular meetings were a opportunity for information to be shared by all parties and provide feedback.

A number of fund raising events were held during the year, continued financial support to program's and services offered at St Peter's Primary School. Not only were they financially successful, an opportunity to socialise with staff and friends of the school in a social setting.

The P and F were able to contribute and purchase resources for the school this year, including equipment to maintain the grounds at the facility.

The canteen remained open and offering a service to parents and students at the school. The canteen was able to open three days per week. Meal deals continue to be successful and are a great way to utilise the

canteen and raise funds for the school.

A disco was held during the year and allowed the students to enjoy a social activity.

2016 sees the retirement of our long standing treasurer, The financial position of the P and F can be contributed to the treasurer. This will ensure that 2017 will be successful and projects and services can be funded in the future.

The young people of St Peter's enjoyed another successful year. The number of students continue 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, build and develop friendships with peers. The P and F have been able to assist mr Punch and his team of educators to deliver for these young people. The introduction of the Stockton bowling club roll up for parents and staff proved to be a very good informal way to meet and socialise within the community.

2017 is shaping up to be even bigger with rising attendance rates, additional teaching staff and new challenges this will create. all the best for a safe and successful 2017

Regards

Allan Connor

## Student Body

2016 was a great year for students at St Peter's. Everyone enjoyed taking part in a wide range of activities and learned a lot from teachers and each other during lessons.

Religion is important at St Peter's and we celebrated many liturgies together and learned lots about our faith during Religion lessons.

Classrooms at St Peter's were places where we learned in lots of different ways and were helped by teachers who cared about us and our learning. We used lots of technology in our lessons and enjoyed the flexible seating introduced by our teacher.

Some of the other experiences which students enjoyed were the Infants' classes excursion to Tocal Homestead and the local library to meet a visiting author; and the Primary classes' excursion to the Newcastle Museum and Newcastle Art Gallery to meet a visiting illustrator. Years 5 and 6 also really enjoyed their visit to Canberra where we took part in all sorts educational activities in our nation's capital and really enjoyed the time to be together. Visiting Parliament House, the War Memorial and Questacon were the excursion highlights.

Students from Year 3/4 were featured in the Newcastle Morning Herald when their designs for a new playground in Stockton were sent to the council. Our local State member of Parliament even mentioned the great work being done by Yr3/4 and their teachers in State Parliament!

Year 6 students were also featured by NBN Television in their "Junior Journos" program. Students interviewed community members about erosion on Stockton Beach and our interviews were featured on the NBN news.

Sport was also big in 2016. Students enjoyed our swimming and athletics carnivals as well as extra gymnastics lessons and Rugby League, Soccer and Netball Gala days. Some students went on to represent St Peter's at Regional and Diocesan Carnivals. A feature of sport at St Peter's is the way that everyone plays fairly and respects each other.

This year we also entered the regional Debating competition and some students from our school qualified for the Diocesan Public Speaking finals.

A special Highlight for 2016 was the production of a school Musical titled "St Peter's You Can Do It". A visiting teacher wrote the musical around the "You Can Do It" themes and each class featured by performing a song and participating in a section of the play. Year 5/6 students took the main roles. The amount of talent on display at our school was amazing and we gave three performances in our newly renovated hall.

At St Peter's the students show their care for others in the way they act but we also helped raise money for charities and visited Westcott Nursing home to show that we care for our community as well.

We are proud to have been part of St Peter's and we know that we've received a good education in all the academic subjects as well as learning about how to treat others.

Thanks St Peters!!!

Year 6 Leadership Team 2016

Bethany, Breanna, Max, Jye, Tate, Maximus, Sam

## SCHOOL FEATURES

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### 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.*

### 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.

## Catholic Identity and Mission

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### Catholic Imagination and Spirituality

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 the wider community.

Students participated in a wide variety of liturgies including Masses for the Opening and closing of the school year and Catholic Schools Week to name a few. Staff and students involved themselves in Friday Prayer and staff members met regularly to pray as a group.

### 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 included in the weekly parish bulletin and quarterly parish newspaper.

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. Students from St. Peter's School were involved in the Parish Sacramental Program in 2016 where the sacraments of Reconciliation, Confirmation and Eucharist were conferred. The children and their parents participated in the program which involved information and training sessions over a number of weeks.

During 2016 some Yr. 6 student leaders represented our school at the annual Catholic School's Week Mass. 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.

### Christian Discipleship

The Religious Education Coordinator attended formation days and a retreat provided by the Catholic Schools Office and the whole staff attended a Spiritual Development Day at Singleton Convent focussing on the charism of the Sisters of Mercy.

Staff gathered each Thursday morning to pray as a group. Different prayer styles were a feature of these gatherings and staff members were able to include their own intentions. Members of staff also attended training days coordinated by the Catholic Schools Office which were aimed at training staff in the implementation of newly written teaching units.

Whole school prayer was held fortnightly for students and teachers and each teacher took a turn at leading this with the assistance of students.

### Religious Education and Curriculum

The K-12 Syllabus for Religion developed by the Maitland-Newcastle Diocese is implemented throughout the school. Daily religion lessons are conducted in keeping with developing a greater understanding and knowledge of our Catholic faith, through the four strands: Jesus and Scripture, History and Beliefs, Celebration and Prayer and Justice and Morality. This policy is available to parents from the school office.

Teachers attended training days accompanying the implementation of new teaching units which were provided by the Catholic Schools Office and the implementation of new teaching units was enacted smoothly.

Due to some change in teaching practice, St Peter's results in the Diocesan Religious Literacy Test were much improved in 2016. Results from 2015 were analysed by the REC, discussed at whole staff level and teaching strategies were put in place to ensure that the teaching of Religious Education was kept as a priority. To further emphasise this, timetable adjustments were made so that teaching time for Religion was prioritised and preserved.

## Initiatives Promoting Respect and Responsibility

The school is always represented at community gatherings such as ANZAC Day and Remembrance Day as another way of promoting respect among our young people for what previous generations have done for us and developing a sense of responsibility to continue the values and culture of our democratic society in the future.

St Peter's eagerly participates in a number of charities and fundraising events which aim to support people in need from our local and wider communities. Our school takes great pride in being able to raise significant funds and goods for charities such as the Catholic Missions, St Vincent De Paul and the Cancer Council as well as for local community needs.

2016 proved to be another great year for the fundraising and promotion of global awareness for the students of St Peter's. Visitors from Catholic Mission and St Vincent De Paul Society spoke about the work of their organisations in helping to alleviate poverty and promote the dignity of individuals. Children were reminded of their responsibility to show care and concern for others and their understanding of this became obvious in the students' responses and actions.



## Student Profile

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The table below shows the number of students in each of the categories listed.

LBOTE*	SWD*	Indigenous
1	5	3

\*Language Backgrounds Other Than English (LBOTE); Students With Disabilities (SWD)

### Enrolment policy

St Peter's Primary School follows the guidelines provided by the Catholic Schools Office *Enrolment Policy 2013*. This Enrolment Policy has been devised in order to accommodate the needs of families seeking a Catholic education. 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 and to establish a common, consistent approach in enrolment practices and assist the system of Catholic schools to provide schooling, where possible, for all Catholic children who seek enrolment, cater for the individual needs of each child equitably within the constraints of the available teaching and material resources and to encourage parents enrolling their children in Catholic schools to give support to parish and school life, especially in education in faith.

Copies of the Policy are available from the school, or from the Catholic Schools Office website. Parents concerned about school fees should ensure they make contact with the school. Diocesan provisions (including standard discounts for those with a Health Card) exist to help in this area, and the Principal can also exercise discretion where genuine need exists.

### Actual Enrolments 2016

Scholastic Year	Number of Students
K	23
Year 1	20
Year 2	17
Year 3	15
Year 4	12
Year 5	14
Year 6	7
Total	108

### Student Attendance - K to 6 - PDF

Percentage of student attendance by Year level and school average for 2016

K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	School Average
94	93	93	92	94	97	95	94

## Managing Student Non-attendance

Regular attendance at school is essential if students are to maximise their potential. Schools, in partnership with parents and guardians, are responsible for promoting the regular attendance of students. The compulsory years of schooling is age 6 to 17. Principals and school staff, in consultation with students and their parents, will usually be able to resolve issues relating to non-attendance. While parents should be reminded of their legal obligations under the Education Act, (1990), the welfare of the student must be the focus of this consultation. The most effective means of restoring and maintaining regular school attendance includes sound attendance monitoring practices and regular follow-up of unexplained absences by contacting parents promptly. Resolution of attendance difficulties may require a range of additional school based strategies including student and parent interviews, reviewing the appropriateness of the student's educational program, development of a school-based attendance improvement plan, referral to the school counsellor or outside agencies and support from school - based personnel. If a range of school-based interventions has been unsuccessful, support may be requested by referring individual cases of unsatisfactory attendance to the Catholic Schools Office.

## Pastoral Care and Wellbeing

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### Student Welfare Policy

At St Peter's the care and support of all children is our primary concern. Our Pastoral Care policy is part of the day to day operation of the school. The respect and dignity of every student is reflected in all our procedures and practise. A review of our Pastoral Care policy was completed early in 2014. In this review more emphasis is given to positive strategies to promote care and a culture of positive behaviour as opposed to reactionary processes for dealing with negative behaviours. To help build resilience and variety of other qualities including organisation and 'getting along' the school implements the You Can Do It program. Lessons involved in the program target a specific skill and occur throughout the year. "You Can Do It" skills are often featured in student awards and provided the main story line for the school musical.

A full copy of the current policy is available by contacting the school office.

### Discipline Policy

During 2016 we continued to implement the school's Behaviour Management Policy. No changes were made to this policy, which had been reviewed in the previous year. Our Behaviour Management Policy focuses on student behaviour and the consequences for breach of school rules and regulations. It outlines a Behavioural Management Plan to be followed in the case of inappropriate behaviour.

The emphasis is on children making "good choices" and owning their actions.

For serious breaches warranting suspension or expulsion, we adhere to the Diocesan Pastoral Care policy procedures.

A copy of our Behaviour Management policy is available on request from the school office.

The full text of the School's Student Discipline Policy may be accessed on the School's website or at the administration office.

### Anti-Bullying Policy

Catholic schools have the responsibility to promote cultures of trust, cooperation and respect in the lived experience of the Catholic Christian setting. Bullying in a school mitigates such a culture and inhibits the development of positive relational outcomes for the common good of students, teachers and caregivers. *St Peter's Primary School Anti-Bullying Policy* is reviewed regularly and is available on the school website.

### Complaints and Grievances

The school has formal written protocols in place to address complaints and grievances. These protocols are in line with the Complaints and Grievances Resolution Policy (2013), developed to provide a consistent approach for all Diocesan schools. This policy aims to address the concerns of Parents / Carers and the wider community. These concerns may include children's learning, behaviour and welfare, school organisation and management, student health and safety issues.

A copy of this policy and the informative parent brochure is available from the school office, school website or is available on the Catholic Schools Office website.

## School Improvement

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### School Improvement Plan

During 2016 staff at St Peter's worked to develop staff capacity particularly in the teaching of numeracy and literacy. Staff members worked with Catholic Schools Office Education officers to develop Maths and English Scope and Sequence documents, programming, and agreed practice for the teaching of Maths. Staff worked to ensure that all students were placed accurately on the numeracy and literacy continuums. Staff also worked hard to implement balanced Literacy blocks in their teaching.

A leading teacher was employed for one day each week throughout terms two and three. This teacher offered support in the infants classrooms and thoroughly reviewed resources used for reading in the early years. Gaps in resourcing were identified and new resources were purchased. A new Spelling Scope and Sequence document covering syllabus requirements in all grades was drafted.

Staff members began to work collaboratively in a number of areas, and as part of the Professional Performance and Development Program, took the opportunity to observe each other and to discuss relevant observations. To aid collaboration all teachers received professional development in Peer Coaching.

### School Academic Priorities

Key improvements achieved this year	Key improvements for next year
<p><i>A school in which teachers collaborate in teams to improve their teaching based on gathering and analysing data</i></p> <p>During 2016 Teachers worked collaboratively to analyse data and place students on ELK and Lit/Num continuums. They developed a structure for Professional Learning Teams which will carry through to 2017. To help develop collaborative skills, teachers attended training in Peer Coaching. The REC and Principal attended a Professional Development Course on Professional Learning Communities.</p>	<p>2016 results in NAPLAN revealed that some areas of English, notably in Year 3 Reading as well as Yr 3 and 5 Writing, still require priority. In 2017 St Peter's will benefit from the State Action Plan and emphasis will be given to addressing these areas especially in the Infants' grades. It is planned that teachers will review the teaching of Comprehension strategies via revisiting "Focus on Reading" and also the teaching of writing skills via the "Seven Steps to Writing Success". The structure of the English teaching block will continue to be reviewed and students will be screened in order to ascertain the need for further Tier 2 intervention programs.</p> <p>A Leading Teacher will be employed to drive change and work with teachers on improving results in English.</p> <p>It is envisaged that a target for 2017 will be to have school results matching State and National averages and that no students will be in NAPLAN bands 1 &amp; 2 for Comprehension and Writing.</p>
<p><i>Higher achievement in Religious Literacy.</i></p> <p>Results achieved by year 6 students on 2016's Diocesan Religious Literacy Test continue to improve. The Religious Education Coordinator analysed data from the previous year and targeted teaching to selected areas. Continued improvement on Religious Literacy will continue to be a focus in 2017.</p>	<p>Throughout 2017 teachers will focus on the collection and interpretation of data in a more focussed way. The assessment policy will be reviewed and, led by the leading teacher, a data wall will be created. Teachers will regularly update student achievement on the ELK site. As a result of data analysis, teachers will be better able to implement differentiated teaching strategies to cater for all levels of achievement. Students requiring Tier 2 intervention will be identified as will students requiring extension/enrichment.</p>
<p><i>A school in which student leadership is valued, fostered and shared</i></p> <p>During 2016 a new student leadership model was trialled. This involved the replacement of the traditional "Captain" model with a "Leadership Team" approach. the Year 6 students all shared leadership as members of Mercy, Environment and Recreation teams. A new policy was drafted and students attended a Leadership training Day.</p>	<p>Though 2016's Religious Literacy Test results demonstrated improvement, continuing this improvement will be a priority for 2017. It is planned that teachers will work with Catholic Schools Office Religious Education Staff to develop skills and knowledge especially in the teaching of new Religion Units produced by the Catholic Schools Office throughout 2017. Data will again be analysed and teaching directed towards particular areas.</p>

## Academic Achievements

2016 saw students continue to improve achievement in the Diocesan Religious Literacy Test. Students

represented the school in the Diocesan Public Speaking Competition winning Regional rounds. Some students competed in the University of New South Wales Maths, Science and English competitions and all year 5 and 6 competed in the Newcastle Permanent Mathematics competition.

### Cultural achievements

A highlight of 2016 was the production of a school musical. teachers attended a Professional Development Day in Term 1. A script was written by Aspire staff and the students rehearsed the production in Term 3 for performances in Term 4. All students featured in the production and the school hall was filled for all performances. For the first time at St Peter's a student from the school was selected for involvement in the Aspire production. Students from all primary classes attended a matinee Aspire performance and Years 5 and 6 attended Dio Sounds. The infants classes were visited by a performance organised by the Newcastle Library during Book Week and the school choir visited a local Nursing home to entertain residents. members of Year 6 featured in the NBN Television program "Junior Journos". the students interviewed locals, visited the television studio and were seen on television. The school was also visited by the NBN television broadcast meteorologist who spoke to the whole school and featured his visit in the evening's broadcast.

### Sporting achievements

St Peter's students are encouraged to participate in both school and community sporting events. Our emphasis is on maximum participation and encouraging every child to "have a go". The Regional Soccer and Netball Galas and Paul Harragon Cup Rugby League Competition were opportunities for widespread participation. Children also had the opportunity to be selected for representative teams via the Diocesan Sports trials process. A number of children from our school represented the North Region in swimming and athletics, with one going on to compete at Diocesan and State level. An intensive swimming program for Yrs. K – 2 was very successful. A gymnastics program was also run for all students throughout Term 2.

## Student Achievements

### Performance in National Testing

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An 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 2016		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	23.08%	49.40%	23.08%	13.30%
	Writing	33.33%	48.80%	8.33%	8.10%
	Spelling	23.08%	46.40%	23.08%	14.20%
	Grammar	15.38%	52.50%	15.38%	11.40%
	Numeracy	7.69%	35.60%	38.46%	15.20%

NAPLAN RESULTS 2016		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	35.71%	35.30%	21.43%	17.30%
	Writing	7.69%	17.20%	7.69%	19.90%
	Spelling	21.43%	29.80%	21.43%	19.00%
	Grammar	21.43%	36.30%	14.29%	16.80%
	Numeracy	21.43%	28.30%	21.43%	18.30%

## Staffing Profile

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### Staff Qualifications

Qualifications and Experience	Number of Staff
I. Teachers with teaching qualifications from a higher education institution within Australia or as recognised by National Office of Overseas Skills Recognition (NOOSR).	8
II. Teachers with qualifications from a higher education institution within Australia or as recognised by NOOSR but lacking formal teaching qualifications	0

### Workforce Composition

Number of Staff	
Total teaching staff	8
Total non-teaching staff	5
Grand total	13

Percentage of teachers who are indigenous	7
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### Teacher Attendance

94%

### Teacher Retention

2016 Retention: 83%

One extra teacher was added during 2016. One temporary teacher was replaced when a permanent teacher returned from leave in a 0.4 job share capacity. Another temporary teacher was employed in a 0.6 job share position.

### Professional Learning Undertaken

Throughout the year staff members at St Peter's took advantage of professional learning opportunities by attending training in a number of areas including: Teaching Creative Arts, 21st Century Learning, Gifted and Talented Education, peer Coaching, Leadership and Spirituality.

The executive staff attended Diocesan and Regional Assembly Days and the Principal attended training days aimed at the establishment of Professional Learning Communities as well as a conference focused on cyber safety.



## Parent, Student and Teacher Satisfaction

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The opinions and ideas of parents, students and staff 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 staff.

### Parent Satisfaction

Overall St Peter's is held in high regard by the local community. The children are happy in coming to school and respond in a very positive manner to their teachers. Active parent participation means there is a genuine partnership between home and school. The school is seen as a very caring place where individual students' needs are catered for by the staff. It is seen as a place where safety issues are addressed and children feel safe.

The school actively promotes itself within the local community and takes every opportunity to be involved in community events. We work to develop links with local community groups and organisations. Some examples include participation in Anzac Day and Remembrance Day services and performances for Westcott Nursing Home.

The school is perceived as a welcoming environment. Parental attendance at Assemblies, Open Days and school events is very positive. Opportunities are taken regularly to join with other local schools in the Newcastle area for various activities - cultural, sporting and civic.

The school grounds and facilities are well maintained and parents and pupils are proud of and appreciate the school buildings.

### Student Satisfaction

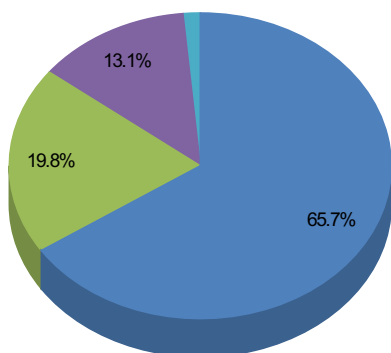
Students at St Peter's thrive in a nurturing environment in which they learn and grow within a supportive community. Students are eager to come to school where they are well supported by sound teaching in all areas of the curriculum. Students take pride in representing the school in the wider community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

In classrooms at St Peter's, students learn using a variety of learning styles and they work cooperatively, inclusively and collaboratively on engaging tasks. As a result the standard of student behaviour at St Peter's is very high. Because of this students feel a real sense of belonging and security.

### Staff Satisfaction

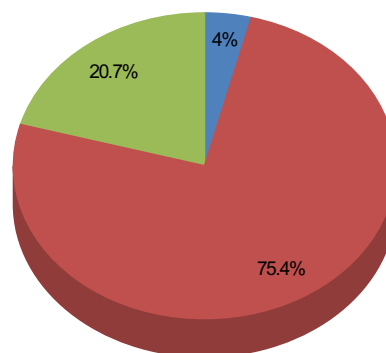
Staff at St Peter's work together to create the sense of community which permeates the school. Teachers value the students and demonstrate real enjoyment in and commitment to teaching. They are well supported by experienced Learning Support Assistants and administrative staff and they have access to 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.

### Income



- Commonwealth Recurrent Grants (65.7%)
- Government Capital Grants (0%)
- State Recurrent Grants (19.8%)
- Fees and Private Income (13.1%)
- Other Capital Income (1.4%)

### Expenditure



- Capital Expenditure (4%)
- Salaries and Related Expenses (75.4%)
- Non-Salary Expenses (20.7%)

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 2016 year is detailed below:

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants <sup>1</sup>	\$924,696
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$279,547
Fees and Private Income <sup>4</sup>	\$183,837
Other Capital Income <sup>5</sup>	\$20,420
<b>Total Income</b>	<b>\$1,417,099</b>

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure <sup>6</sup>	\$53,762
Salaries and Related Expenses <sup>7</sup>	\$1,024,576
Non-Salary Expenses <sup>8</sup>	\$280,676
<b>Total Expenditure</b>	<b>\$1,359,014</b>

For the 2016 year the St Peter's Primary School received \$8,599 as Interest Subsidy. Our school community is appreciative of the support it received from the NSW State Government under the Interest Subsidy Scheme

#### 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.

## Report Access and Publication

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This report is available to members of the school and wider communities. Copies will be supplied to the Catholic Schools Office, The Board of Studies Teaching and Educational Standards NSW, The Parents and Friends Association, the Parish Priest and to all parents.

Copies of this school's Annual School Report are available to the general public. Persons wishing to access a copy of the report should contact:

**Mr Punch Michael**

**St Peter's Primary School**

**STOCKTON**

**Phone: 4928 1861**

For further information relating to the Diocesan Policy please refer to: <http://mn.catholic.edu.au>