



Catholic
Schools Office
DIOCESE OF MAITLAND-NEWCASTLE

ANNUAL SCHOOL REPORT

2015

SERVICE † LEADERSHIP † JUSTICE
Together in Christ



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

Principal's Message

2015 has been another successful year at St. Peter's School. Our enrolment numbers have continued to grow with an anticipated enrolment next year approaching 100 students as new families move into the area.

The major focus of our School Improvement Plan this year was again on pedagogy in Mathematics. 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 Numeracy Continuum. Teachers found this collaboration time to be invaluable and appreciated the feedback they were able to give their peers. Data received from end-of-year assessments indicates that children are benefiting from this more focused teaching of Mathematics. and as proposed in 2016, the project will roll over from the previous year.

Incorporation of technology into our teaching continued to be a focus in 2015 and with assistance from the P&F a bank of sixteen ipads was purchased for use in the classrooms as well as a syncing station to enable easy control of the devices.

This year has seen a continued focus on Music. Classes had a forty minute music lesson each week conducted by myself. This has allowed teachers to have a block of RFF time as it has been tied in with their Library release. The employment of a Dance teacher for Term 2 also added to learning in the Creative and Performing Arts.

Throughout 2015, St Peter's enjoyed a much higher profile in the community. We were featured in the Newcastle Morning Herald, we produced an entry in the Newcastle Herald Newspaper Competition in which one student received an award for her cartoon and our school's debating team won the Regional competition for the first time.

Once again the children participated in a variety of extra-curricula activities. These included World Of Maths workshop, a Science Challenge day, work with 3D Printers, a STEM education Day featuring a Formula 1 car. Sports carnivals and gala days included swimming, cross-country running, athletics, soccer, rugby league and netball. The school was also represented at local community events such as the local Anzac Day March. It was indicative of the community spirit at St Peter's that more than one third of the students took part in the local ANZAC march.

2016 promises to be even better for our growing school and we look forward to even greater achievements.

Michael Punch

Principal

Parent Body

2015 Parents and Friends

President Report.

St Peter's Primary School Stockton had a small group of interested parents and friends form a working partnership with Mr Punch and his team of teachers and staff. This allowed a great process for parents and friends to gain knowledge of the internal workings of the school and provide a voice back to the school from interested parents and friends.

The P&F were able to support St Peter's with financial support for a bank of iPads. This resource will allow the students to utilise modern technologies moving into the future.

Another role of the P&F was to staff and liaise with Mrs Jones in the day to day running of the canteen. This provides a service to the parents and a treat for the students to break up the regular routine of school lunches. It also is a fundraiser for the school. Meal deals also proved successful in giving the students variety and a source of fund raising.

The school continues to prosper and numbers of students continue to grow. The main reason for the continued success of this boutique school is the dedication of the teachers and staff at the facility and the sense of belonging by the students in a safe and enjoyable environment, conducive to learning.

The students appear to build a strong bond with their peers and enjoy their time at St. Peter's. The P&F were able to assist the students and staff and during 2015 and were somewhat successful in running fundraising events and funding applications to provide extra resources for St Peter's. For example two grants which were won resulted in the construction of garden beds and the laying of new turf and this had a real impact on the aesthetic of the school.

The P&F continue to work with the management team and look forward to having a great 2016.

Kind regards

Al Connor

Student Body

2015 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. The friendly atmosphere at St Peter's and the way everyone cares for each other shows that we really do what we learn about.

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 using the iPads when they arrived.

Some of the other experiences which students enjoyed were the Infants' classes excursion to the Shortland Wetlands 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 camp at Milson Island where we took part in all sorts of fun outdoor activities and really enjoyed the time to be together. Catching the train and ferry to get there was also a great experience.

This year senior students also experienced extra learning through visits from The World of Maths where we solved lots of interesting Maths puzzles and Robogals where we got to program robot vehicles. The senior classes even tried out some activities using a 3D printer and the school was visited by a real Formula 1 racing car when we took part in a STEM education day.

Sport was also big in 2015. Students enjoyed our swimming and athletics carnivals as well as extra dance 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 managed to win the regional Debating competition which was a real achievement for our school and our first time entry in the Newcastle Herald Newspaper Competition won an award for its cartoon!

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!!!

Emily Enright and Logan Crozier (School Captains, 2015)

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.

Location/Drawing Area

St Peter's School is located in the centre of Stockton, at 5 Dunbar St. 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

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. Teachers and parishioners also participated in Lenten discussion groups during First Term.

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 2015 where the sacraments of 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 2015 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 St. Vincent De Paul Society. Children of the school also donated items for the St. Vincent De Paul Christmas hampers.

Christian Discipleship

In Term One staff attended weekly Lenten groups which were conducted with involvement with the Parish. The Religious Education Coordinator attended formation days provided by the Catholic Schools Office and the whole staff attended a Religious Training day facilitated by Fr Richard Leonard from the Australian Catholic Office for Film and Broadcasting for the Bishop's Conference.

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.

Friday prayer was held weekly 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 2015. Results from 2014 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 a 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.

2015 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

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

LBOTE*	SWD*	Indigenous
0	6	1

*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 2015

Scholastic Year	Number of Students
K	14
Year 1	14
Year 2	13
Year 3	10
Year 4	12
Year 5	6
Year 6	13
Total	82

Student Attendance - K to 6 - PDF

Percentage of student attendance by Year level and school average for 2015

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

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 practice. 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. During the year the staff completed two training days in Non-Violent Crisis Intervention to augment their skills.

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

Discipline Policy

During 2015 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

School Improvement Plan

During 2015 staff at St Peter's worked to develop staff capacity particularly in the teaching of numeracy. Staff members worked with Catholic Schools Office Education officers to develop Maths Scope and Sequence documents, Maths programming, and agreed practice for the teaching of Maths. Staff worked to ensure that all students were placed accurately on the numeracy continuum. Emphasis was also given to enriching the learning of more talented students through the employment of an extra teacher to target and withdraw students for enrichment activities.

One teacher was trained in Gifted and Talented Education and a Gifted and Talented Policy was written.

A bank of ipads was purchased for the school and one staff member was trained in 21st Century Learning strategies.

Teachers strove to improve performance in the Diocesan Religious Literacy test by analysing data and reviewing teaching strategies.

School Academic Priorities

Key improvements achieved this year	Key improvements for next year
<p><i>Improved Teaching of Mathematics.</i></p> <p>During 2015 all students were placed on the Numeracy Continuum and a consistent approach to the teaching of Maths was achieved. New Maths Scope and Sequence Documents were constructed for each grade and an Agreed Practice for the teaching of Maths was written. The school timetable was redrawn to ensure that the teaching of English, Maths and Religion were given priority. Teachers received extra Professional Development to build teaching capacity in Maths and PAT online assessment tools were purchased to assist with the monitoring of student progress. A teacher was employed to offer enrichment lessons in Maths to students who were identified as high achievers and these lessons successfully raised outcomes for the students, setting the platform for further development in Gifted and Talented Education.</p>	<p>2015 results in NAPLAN revealed that some areas of English, notably in Comprehension and Writing, required attention. It is proposed that in 2016 emphasis be given to addressing these areas especially in the Infants' grades, leading to year 3 NAPLAN. It is planned that teachers will review the teaching of Comprehension strategies and also the teaching of writing skills. The structure of the English teaching block will be reviewed and students will be screened in order to ascertain the need for intervention programs.</p> <p>It is planned that a Leading Teacher will be employed to help address these issues and work with teachers on improving results in English.</p> <p>It is envisaged that a target for 2016 will be to have school results matching State and National averages and that no students will be in NAPLAN bands 1 & 2 for Comprehension and Writing.</p>
<p><i>Higher achievement in Religious Literacy.</i></p> <p>Results achieved by year 6 students on 2015's Diocesan Religious Literacy Test were much improved. Of the thirteen Year 6 Students who took part, one High Distinction and five credits were achieved. This compared very favourably against results achieved in 2014. Improved achievement was the result of analysis of previous years' data, a review of the teaching of Religion and a clear focus on the development of Religious Education Curriculum. Students prepared well for the test and all teachers adopted strategies which assisted students in learning content which was to be tested.</p>	<p>Research shows that teaching and learning improves when teachers collaborate. The development of teacher collaboration through the formation of Professional Learning Teams will be a focus for 2016. The school began its journey towards Professional Learning Communities/Teams in the closing stages of 2015, however, work will need to continue through out 2016 in order to facilitate full implementation.</p> <p>It is envisaged that the executive will undertake PLC professional development and that all staff will attend professional development in "peer coaching" in order to develop collaborative skills. Time for collaboration is to be budgeted during 2016 in order for teachers to establish routines and structures for PLT's to become established.</p>
<p><i>Increased Integration of Technology.</i></p> <p>With the assistance of funds raised by the P&F, a bank of ipads was purchased and teachers immediately put these to good use in a wide variety of lessons. In combination with the school's bank of laptops the use of technology improved dramatically in teaching and learning across the grades. Students produced videos and presentations and also increased the use of tablets and computer for research and web based activities.</p> <p>One teacher was trained in 21st Century Learning strategies and immediately began to restructure classroom teaching. Late in the year a 3D Printer was donated and students took part in lessons involving its use.</p>	<p>Though 2015's Religious Literacy Test results demonstrated improvement, continuing this improvement will be a priority for 2016. 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 2016.</p>

Academic Achievements

2015 saw improvement in achievement of students sitting the in Religious Literacy Test. One student achieved a High Distinction and five others achieved a Credits.

Members of Year 5/6 competed in the Regional Debating Competition and won through to the Diocesan semi-finals against much larger schools. This was a major achievement for the students from St Peter's who had previously not achieved to such a high level. Students from St Peter's also competed in the Diocesan Public Speaking Competition.

In another first for the school, St Peter's entered the local school newspaper competition and one student won an award for her cartoon. Successes such as these helped lift the profile of the school throughout 2015.

Cultural achievements

Throughout the year students from St Peter's visited the city and local libraries for author and illustrator visits. Here they were exposed to writing and illustrating techniques from a professional viewpoint and heard first hand of the types of skills used by writers and illustrators. Students from St Peter's also visited the Regional Museum to view displays which augmented learning in a variety of Key Learning Areas.

During Term 2 a dance teacher was engaged to provide lessons for the whole school. These lessons culminated in a performance for the whole school including parents.

Dio Sounds is an initiative of the Catholic Schools Office and students from Years 5 and 6 attended a matinee performance.

As a community service, students visited and performed to residents at a local aged care facility.

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 and all primary students took part in a swimming program throughout Term 4.

Student Achievements

Performance in National Testing

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for student 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 2015		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	75.00%	71.10%	25.00%	12.90%
	Writing	87.50%	75.80%	0.00%	9.30%
	Spelling	75.00%	65.20%	12.50%	16.70%
	Grammar	75.00%	73.20%	25.00%	12.60%
	Numeracy	57.14%	60.80%	14.29%	16.80%

NAPLAN RESULTS 2015		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	66.67%	57.90%	16.67%	20.00%
	Writing	0.00%	52.40%	0.00%	19.50%
	Spelling	83.33%	60.80%	0.00%	14.60%
	Grammar	33.33%	60.90%	0.00%	18.60%
	Numeracy	50.00%	55.80%	0.00%	17.60%

Staffing Profile

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).	7
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	7
Total non-teaching staff	5
Grand total	12
Percentage of teachers who are indigenous	14

Teacher Attendance

94%

Teacher Retention

86% of teachers were retained from the previous year. The teaching Principal from 2014 retired and was replaced at the start of 2015.

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: Non Violent Crisis Intervention, Maths Assessment (SENNA) and pedagogy, 21st Century Learning, Gifted and Talented Education, 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 principals' conference focused on school leadership.

Parent, Student and Teacher Satisfaction

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.

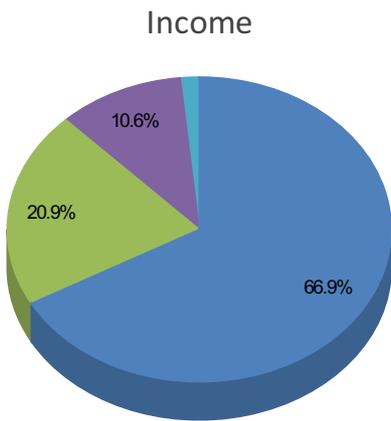
Student Satisfaction

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.

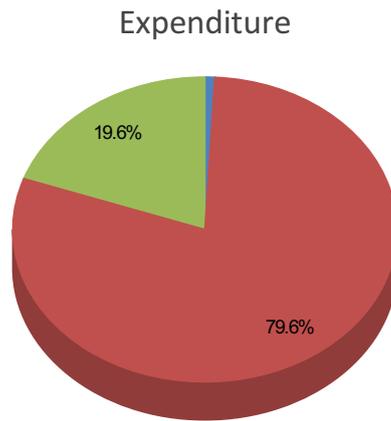
In classrooms at St Peter's, students learn using a variety of learning styles and they work cooperatively, inclusively and collaboratively on engaging tasks. As a result the standard of student behaviour at St Peter's is very high. Because of this students feel a real sense of belonging and security.

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.



- Commonwealth Recurrent Grants (66.9%)
- Government Capital Grants (0%)
- State Recurrent Grants (20.9%)
- Fees and Private Income (10.6%)
- Other Capital Income (1.6%)



- Capital Expenditure (0.8%)
- Salaries and Related Expenses (79.6%)
- Non-Salary Expenses (19.6%)

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 2015 year is detailed below:

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$864,682
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$269,379
Fees and Private Income ⁴	\$137,462
Other Capital Income ⁵	\$20,420
Total Income	\$1,302,269

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$10,205
Salaries and Related Expenses ⁷	\$978,493
Non-Salary Expenses ⁸	\$240,735
Total Expenditure	\$1,229,433

For the 2015 year the St Peter's Primary School received \$10,326 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

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 Parent 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 Michael Punch

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>