



2018

ANNUAL SCHOOL REPORT

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St Peter's Primary School, STOCKTON

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About the Annual School Report

St Peter's Primary School is registered by NESAs 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 2017 and gives information about 2018 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

2018 has been another successful year at St. Peter's School. Enrolment numbers have continued to grow peaking at 156 students with an anticipated enrolment next year approaching 160+ as new families continue to move into the area. An additional class was added at the start of 2018 and the school's structure now features separate classes in all grades.

During 2018 St Peter's benefited from funding provided by the State Action Plan so the major focus for School Improvement was on developing pedagogy in Literacy and Numeracy with emphasis on Literacy. Funding was used to provide a Leading Teacher whose responsibility was to drive improvement in teaching and learning. The school also focused on the collection and analysis of data and students were positioned on ELK 2 and the Literacy Continuum according to their achievement. The school then made moves towards using the Literacy and Numeracy Progressions. The leading Teacher lead Professional Learning Team meetings, ran intervention groups and organised the purchase of new resources where required. 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.

During the year, maintenance of St Peter's main building occurred and the Crown Street wall was repaired, rendered and painted. Air Conditioning was also installed throughout all the classrooms and staff areas.

As the year progressed the school's administration system transferred to the Diocesan Compass platform. The school also launched a new web page and Facebook page to aid in its communication with parents and prospective enrolments. Classes were featured regularly on Facebook and the innovation was well received.

Students from St Peter's enjoyed success in their divisions of the Regional Public Speaking Competition and went on 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 took part in the ANZAC march.

2019 promises to be even better for our growing school as we begin the year by installing a new demountable building to house the library.

Michael Punch

Principal

Parent Body

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.

2018 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, ceiling fans in the hall, play equipment as well as teaching resources and educational opportunities for the students. A feature was the school's visit to the Australian Reptile Park which was an excellent learning experience and also lots of fun.

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 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

2018 was a great year for students at St Peter's. Everyone enjoyed coming to school to learn from their teachers and have fun with their friends. All of the teachers encouraged the students at St Peter's and made it a fun place to learn.

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 is a living example of the school values acted upon daily. St Peter's celebrated the Mercy Order and the role of Catherine McAuley. We acknowledged and celebrated the acts of Mercy with a weekly liturgy presented by each class. The end of year Mass stands out as a very memorable moment at St Peter's because of the special part all students and teachers played in the service.

Classrooms at St Peter's were places where we learned in different ways and were helped by teachers who cared about us and our learning. Our lessons were creative and we were able to use lots of technology. The Year 6 teachers were a great team and they always had interesting ways of making learning fun. One of the highlights of 2018 was the school musical in Term 3. Our teacher Jane Boyd worked with us to create the musical 'Save Stockton Beach' and encouraged students to support the local community and beach. Member for Newcastle Ms Sharon Claydon attended the musical and St Peter's Primary was written up in the Newcastle Herald for bringing attention to such an important community issue.

Some of the other experiences which students enjoyed were the Stage Two visit to the Botanical Gardens and the Tabloids afternoon, organised by Year 6. Stage Three really enjoyed their visit to Canberra, where we learned about preferential voting, visited Parliament House, the War Memorial and Questacon to name a few. Another great experience was the whole school excursion to the Australian Reptile Park.

Sport was also big part of 2018 at St Peter's. We enjoyed our swimming and athletics carnivals and spending the day with parents and teachers. On sport days we had extra gymnastics lessons and weekly swimming. We also participated in Rugby League, Soccer and Netball Gala days. Some students went on to represent St Peter's at Regional and Diocesan Carnivals. Students enjoy sport at St Peter's because of 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. Years 5 and 6 participated in a Science and Engineering day, working in teams to compete against other schools.

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 natural disaster relief.

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

Thanks St Peters!!!

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.

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 is 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 for Catholic Schools Week to name a few. Staff and students involved themselves in prayer and staff members met regularly to pray as a group.

During the year, the staff worked towards renewing the school's Vision and Mission Statements. At a Pupil Free Day, lead by the Catholic Schools' Office Religious Education Department, staff delved into our school's history, discussed our purpose and aims and developed some draft statements. These statements will form the basis of further development throughout 2019.

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 2018 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 2018 classes attended weekday Mass regularly as the Parish Priest became more available.

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 focussed on the development of the School's Mission and Vision statements.

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. A Religious Education Officer from the Catholic Schools' Office visited St Peter's to assist teachers with programming and with understanding the Diocesan RE Units.

Staff members also received professional Development about the Sacraments in after school staff meetings.

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.

To augment teacher learning, the Religious Education Department of the Catholic Schools' Office facilitated afternoon Staff Development meetings to increase teacher knowledge of the Sacraments.

Due to some change in teaching practice, St Peter's results in the Diocesan Religious Literacy Test improved again in 2018. Results from 2018 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 a way of promoting respect among our young people for what previous generations have done for us. Attendance at such community events assists students to develop a sense of responsibility to continue the values and culture of our democratic society into 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.

2018 proved to be another generous 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
7	8	6

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

Enrolling at a Catholic School

Enrolment Policy and Enrolment information

Parents considering a Catholic school for their children are invited to complete the Enrolment Application form. Please contact your primary school of interest or designated secondary school (see Enrolment Boundaries for Secondary Schools on the website at <https://www.mn.catholic.edu.au/enrolment>) to enquire about enrolment procedures.

Please be advised that if schools have reached their full capacity for enrolments they may have to place children on a waiting list.

Completed applications are considered carefully and parent/carers will be informed as quickly as possible regarding acceptance. Finalisation of school fee payments in previous diocesan schools is a condition of enrolment in another diocesan school.

Catholic schools offer a unique educational experience which forms the child as a person of integrity, compassion, faith and wisdom. Catholic schools also work closely with their local parish to enhance in students a capacity to make sense of their world, to make judgements and to recognise the uniqueness of others within a faith community. Above all, they offer a comprehensive religious education program. Catholic schools don't just teach religious studies, they seek to develop spirit, mind, body and character and cultivate Gospel values that support lives filled with joy, endeavour and hope in the future.

To contact your local Catholic school, please visit <https://www.mn.catholic.edu.au/schools/view-full-school-list/>

Enrolment Policy and Procedure in Brief

To view the Enrolment Policy and procedures in full please visit

<https://www.mn.catholic.edu.au/media/48207/enrolment-policy-2018.pdf>

<https://www.mn.catholic.edu.au/media/48208/enrolment-procedure-2018.pdf>

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2018. Additional information can be found on My School website.

Actual Enrolments 2018

Scholastic Year	Number of Students
K	22
Year 1	26
Year 2	25
Year 3	26
Year 4	17
Year 5	25
Year 6	13
Total	154

Student Attendance - K to 6 - PDF

Percentage of student attendance by Year level and school average for 2018

K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	School Average
98	97	97	98	97	97	97	97

Managing Student Non-attendance

In order for students to reach their full potential it is of paramount importance that they attend school regularly. While it is the parents' legal responsibility under the NSW Education Act (1990) to ensure that their children attend school regularly, our staff as part of their duty of care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. The new Compass platform enables all stakeholders, inclusive of parents to directly account for and monitor the Attendance of students online.

In doing so, the School, in partnership with parents, under the leadership of the principal:

- provides a caring environment which fosters in students, a sense of wellbeing and belonging, maintains accurate records of student attendance implements policies and procedures to monitor student attendance and to address nonattendance issues as and when they arise
- communicates to parents and students, the School's expectations with regard to student attendance and the consequences of not meeting these expectations
- recognises and rewards excellent and improved student attendance.

School attendance records also contain information regarding student absences including reasons for absence and documentation to substantiate reasons for absences. Teachers are required to monitor non-attendance diligently on a student by student basis and to bring to the attention of the Principal immediately any unexplained absences, non-attendance of a chronic nature, or reasons for non-attendance that cause concern. Matters of concern are referred to the Principal, the CSO and the relevant Department of Education officers where appropriate. Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the School in collaboration with parents, provides resources to contribute to the student's continuum of learning where possible.

The CSO monitors each school's compliance with student attendance and management of non-attendance as part of the system's Continuum of School Improvement (COSI) processes. The School's attendance monitoring procedures are based on the [Guidelines for the Management of Student Attendance 2017](#).

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. As a result of 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. To ascertain levels of well-being a student well-being survey was administered and results analysed

During 2018 the school began to redevelop its Student Welfare Policy by beginning to use Positive Behaviour Support. The staff attended training lead by C.S.O. staff and a P.B.S. behaviour matrix was developed. This process will continue throughout 2019 when the 'gotcha' system will be introduced and our awards system changes to become part of the P.B.S. framework.

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

Discipline Policy

During 2018 the school continued to implement the 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.

As identified previously, work began in 2018 on the Positive Behaviour Support Program and, once complete, this will form the basis of the Discipline Policy.

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 2018 staff at St Peter's worked to develop staff capacity particularly in the teaching of Literacy and Numeracy. Staff members worked with Catholic Schools Office Education officers to refine Scope and Sequence documents, programming, and agreed practice. In an effort to constantly improve pedagogy each teacher displayed learning intentions and success criteria for every lesson. Students and teachers also developed learning goals and monitored progress towards these.

Teachers also attended Professional Development in Positive Behaviour Support and began the journey of implementing PBS throughout the school

A leading teacher was employed in a 0.5 capacity. This teacher offered support in the infants' classrooms and lead staff development in teaching and learning. The leading teacher also lead Professional Learning Community meetings in which teachers discussed pedagogy and achievement. The school also offered Tier 2 intervention via the Minilit program.

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's practice and to discuss relevant observations.

School Academic Priorities

Key improvements achieved this year	Key improvements for next year
<p>NAPLAN</p> <p>Student growth in NAPLAN was very positive during 2018. Year 5 students demonstrated strong growth especially in Numeracy where 86% of students achieved at or above expected growth. Growth was also particularly strong in Yr 5 Reading where 91% of students achieved at or above expected levels.</p> <p>Year 3 students achieved Reading levels well above the State Average and levels in Grammar and Punctuation were also well above State Average. Results in the other areas, while meeting State averages, will provide room for further development in 2019. The school will work towards improving Writing results in conjunction with Spelling and Punctuation/Grammar as a focus across all grades in 2019.</p> <p>This continued improvement in NAPLAN results has been greatly influenced by improvement in teaching which has come directly from teacher involvement in effective Professional Learning Communities, from regular Professional Development and from the employment of a Leading Teacher.</p> <p>For the 2018 NAPLAN period the school successfully engaged in readiness tests for NAPLAN online. 2019 will see the introduction of online NAPLAN tests for both Years 3 and 5.</p>	<p>Literacy and Numeracy</p> <p>2018 NAPLAN results in Writing were well below State Average and Spelling results were also declining. Through Professional Development and Professional Learning Community Focus the school aims to lift both school Performance and Student Growth in this area. Funds from the State Action Plan will be used to provide a 0.5 Leading Teacher who will assist in this area. The school will aim to achieve results in Writing which match State averages.</p> <p>Grammar and Punctuation as well as Spelling will also be areas of focus and teachers aim to link the teaching of these areas with the teaching of writing. Professional Development in writing will be the focus of a Pupil Free Day in 2019 as well as Professional Development meetings.</p> <p>Numeracy will remain a focus throughout 2019 and staff will focus on aspects of Numeracy during the second half of the year in Professional Learning Teams. Professional Development in Numeracy will also be provided for staff via a suite of Professional Development Opportunities.</p>

Information Technology

A Bring Your Own Device program was launched into Year 4 in 2018. Parents and students embraced the program and 100% of Year 4 students utilised a device brought from home. These computers were used extensively to assist student learning in a wide variety of areas. Structures set up to support the students, parents and teachers proved to be sound and very few difficulties were encountered. Teachers were supported and given opportunities to witness other BYOD classes in nearby schools in action, parents were provided with regular lead up information and students were given regular lessons on cyber safety.

The BYOD program will continue in 2019 with the aim that years 4-6 will be all BYOD classes by 2020.

The school also successfully transferred its main communication platform to COMPASS. This Diocesan platform required extensive training of staff and parents. The transition proceeded smoothly and benefits have included remote roll marking, a single platform for parent communication and an excellent system for recording student observations and behaviour. The school web page was rebuilt and an interactive Facebook page was also successfully launched.

Positive Behaviour Support /Vision and Mission Statements

As St Peter's continues to grow the need has arisen for a consistent approach to behaviour management. The current best practice is Positive Behaviour Support. On the back of 2018's Professional Development, 2019 will see our school's PBS system extended to include a "gotcha" reward system, the adoption of a "mascot" and the introduction of a consequences matrix for the consistent management of behaviour. The school will seek advice from a Diocesan Behaviour Officer and implement the system gradually. Term 1 will see the introduction of the "gotcha" reward system using "Goldies" and Term 2 will bring the initiation of the consequences matrix and flow chart. The systems will be drafted and sent to parents for comment prior to adoption. A well-being survey will again be distributed across all grades to ascertain the impact of PBS on student welfare

The school's Mission statement was reviewed in 2018 and 2019 will see this redrafted, put out to the community for approval and then launched and adopted. The new Mission statement aims to reflect the changing nature of the St Peter's community and guide the school into the future.

<p>Site Improvements and Infants' Exploratory Play</p> <p>During the 2017/18 Summer break St Peter's was fully air conditioned making classrooms far more comfortable and productive especially during the heat and humidity of Summer.</p> <p>With assistance from the Catholic Schools Office, major maintenance works were carried out on the Crown Street and Dunbar Street walls, vastly improving the aesthetics and street presence of the building.</p> <p>With assistance from the Parents' and Friends' Association the school hall was fitted out with ceiling fans which also increased the practicality of the hall during the summer months.</p> <p>An unused area of playground was also renovated, again with assistance from, the Parents' and Friends' Association as an Infants' play area. This featured a mud/dirt play area, shop front and chalkboards. Students used the area extensively throughout the year.</p> <p>The Infants' teachers, under the guidance of CSO staff and basing actions on current child development research, began to take the Infants' students to parklands around the Stockton area to engage in exploratory play. This was very successful and will continue throughout 2019.</p>	<p>B.Y.O.D.</p> <p>In 2019 students from St Peter's in years 4 and 5 will be bringing their own computers to school. During the year staff and students will undergo a program of learning aimed at maximising the use of IT in the classroom. Staff members will participate in P.D. and also be given the opportunity to explore the way other teachers in other schools use BYOD in the classroom.</p> <p>The process for the introduction of B.Y.O.D. in Year 4 2020, will be streamlined further and all parent communications will be reviewed. Cyber safety practices will be revised and online behaviour will form part of the school's P.B.S. behaviour matrix. As part of the transition to B.Y.O.D. teachers will ensure that parents are kept well-informed of the activities students are engaged with at school by regular invitations to visit the classrooms.</p> <p>Close liaison with CSO personnel has meant that the BYOD scheme has been adopted very successfully.</p>
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Academic Achievements

Academic achievement is a high priority at St Peter's and students are recognised regularly for their achievements in class and in external settings. 2018 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 students competed in the Newcastle Permanent Mathematics competition. Students from years 5 and 6 participated in the Science and Engineering Challenge.

Academic achievement in Literacy and Numeracy, as measured by NAPLAN, showed improvement over previous years and the trend is towards further improvement.

During 2018, students measured their achievement against personal goals in some areas of the curriculum and this led to growth in results.

Cultural achievements

During 2018 students at St Peter's participated in several cultural activities. Year 6 students visited the Newcastle Art Gallery to view the touring Archibald Portrait exhibition. Examples were studied in class and Students in the Infants grades also visited the Civic Theatre to attend performances. Primary students attended the Diocesan productions of *Aspire* and *Dio sounds*, also held at the Civic Theatre.

A particular feature of the year was the writing rehearsal and performance of "Save Stockton Beach The Musical". The performance at the end of Term 3 was the culmination of a term's work in music, drama and dance. There were four performances which were extremely well received by the parent body and the money raised will help renew the the hall's audio facilities. The musical drew the attention of local

politicians due to the nature of the topic and the school was mentioned in Parliament as well as being featured in the local press. The musical allowed the talents of both students and staff to shine.

Sporting achievements

St Peter's students are encouraged to participate in both school and community sporting events and a wide range of activities is offered. Our emphasis is on maximum participation and the encouragement of every child to "have a go". The Regional Soccer and Netball Galas and 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 some progressing to higher achievement. An intensive swimming program for Yrs K – 2 was very successful. Through association with the Sport in Schools initiative, students received netball coaching in Term 3. The school conducted successful Swimming, Athletics and Cross Country Running Carnivals.

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 2018		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	85.70%	75.70%	0.00%	0.00%
	Writing	60.70%	71.70%	10.70%	10.00%
	Spelling	85.70%	69.60%	3.60%	12.50%
	Grammar	85.70%	73.10%	10.70%	11.30%
	Numeracy	85.70%	66.80%	7.10%	11.50%

NAPLAN RESULTS 2018		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	62.50%	65.50%	8.30%	12.80%
	Writing	25.00%	43.70%	33.30%	23.40%
	Spelling	58.30%	63.90%	20.80%	13.50%
	Grammar	62.50%	64.40%	12.50%	14.30%
	Numeracy	45.80%	57.50%	8.30%	14.10%

Staffing Profile

Teacher Accreditation Status

All teachers employed to teach NSW curriculum in the school are accredited to teach with NESA

Throughout the year teachers have participated in a variety of professional learning including school based, system based and external professional development courses and a school based professional practice and development process.

Qualifications and Experience	Number of Staff
I. Teachers at Graduate/Proficient.	12
II. Teachers at Highly Accomplished/Lead	

Workforce Composition

Number of Staff	
Total teaching staff	12
Total non-teaching staff	5
Grand total	17
Percentage of teachers who are indigenous	0

Teacher Attendance

95%

Teacher Retention

100% of 2017's teachers were retained in 2018. One teacher took maternity leave for the year and was replaced by a temporary teacher. An extra permanent teacher was employed to cater for the school's growth to seven classes and a further teacher was employed on a temporary basis for 2 days per week as an Executive Release Teacher.

Professional Learning Undertaken

During 2018 teachers benefited from a wide range of professional development opportunities. The whole staff attended training in Positive Behaviour Support as well as receiving regular input during Professional Learning Team meetings on topics which included visual learning and other teaching strategies. Staff members attended Professional development based on their personal goals. Learning included - behaviour strategies, visible learning, using technology in the classroom and Early Childhood Education. Staff members also participated in a retreat day during which the school Vision and Mission Statements were addressed.

The Assistant Principal participated in a three day Leadership training course as well as training in NAPLAN online.

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

During 2018 St Peter's undertook an internal School Review. Part of this review entailed parent surveys. All parents were given the opportunity to make comments about the school under various categories. The vast majority of respondents gave very positive feedback though there were areas of concern which were identified by a small group of parents. The responses were collated and formed part of the school's Internal Review report.

One area identified as an area for improvement was that of school communication. As a result, the school has renewed its website, introduced a Facebook Page and adopted the Diocesan Compass platform. Since then, feedback has been positive.

A sign of positive parent satisfaction is that the school continues to grow and our levels of student and staff retention are very high.

Student Satisfaction

A well-being survey conducted in 2018 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 and future comparison. The data also contributed to our Positive Behaviour Support program and helped teachers identify individual students who were of concern and particular issues to be addressed. The survey will be administered again in 2019.

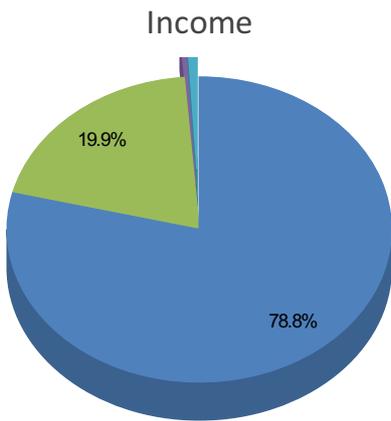
Students at St Peter's thrive in a nurturing environment in which they learn and grow within a supportive community. Students are eager to come to school where they are well supported by sound teaching in all areas of the curriculum. Students take pride in representing the school in the wider community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

Staff Satisfaction

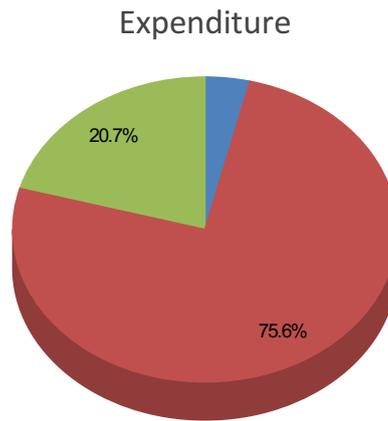
Staff at St Peter's work together to create the sense of community which permeates the school. Teachers value the students and demonstrate real enjoyment in and commitment to teaching. They are well supported by experienced Learning Support Assistants and administrative staff and they have access to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

Throughout 2018 a feature of staff collaboration was the 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.



- Commonwealth Recurrent Grants (78.8%)
- Government Capital Grants (0%)
- State Recurrent Grants (19.9%)
- Fees and Private Income (0.3%)
- Other Capital Income (0.9%)



- Capital Expenditure (3.8%)
- Salaries and Related Expenses (75.6%)
- 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 2018 year is detailed below:

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$1,729,918
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$436,562
Fees and Private Income ⁴	\$7,169
Other Capital Income ⁵	\$20,445
Total Income	\$2,199,071

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$82,477
Salaries and Related Expenses ⁷	\$1,653,315
Non-Salary Expenses ⁸	\$452,044
Total Expenditure	\$2,105,359

For the 2018 year the St Peter's Primary School received \$4,977 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, NESA, 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:

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>