

2020

ANNUAL SCHOOL REPORT

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Together in Christ



St Peter's Primary School

Dunbar Street, STOCKTON 2295

Principal: Mr Michael Punch

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

About this report

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

Detailed information about the School's improvement journey is documented in the School Improvement Plan (SIP) which is developed, implemented and evaluated in consultation with key stakeholders. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can be also be obtained from the My School website.

Message from key groups in our community

Principal's Message

2020 has been a successful year at St. Peter's School. Enrolment numbers continued to be strong and the school made progress academically, socially and in its physical structure.

In 2020 St Peter's faced the COVID 19 pandemic along with schools across the world. Though remaining open for essential workers, the school closed for approximately eight weeks during which teachers provided online learning as well as supervision for the small group which continued to attend.

2020 saw the school successfully implement the second phase of its BYOD program for years 4,5 and 6. Funding under the Literacy and Numeracy Action Plan again saw the employment of a Lead Teacher and progress in teaching and learning was clearly visible. School Improvement funds were also used to fund the employment of a teacher in the role of pedagogical mentor and change in classroom practice became evident. Staff members embraced change through close engagement with the Catholic Schools' Office' "Leading, Learning, Collaborative" initiative. Case studies were introduced and classrooms featured "bump it up walls" and co constructed lesson intentions and success criteria.

2021 promises a continued school improvement and further growth in enrolment as the surrounding area continues to develop.

Michael Punch
Principal

Parent Body Message

At St Peter's, 2020 started as a promising year and many new families were welcomed to our school. Our Parent's & Friends Committee (P&F) continued to reflect on their purpose and objectives. While choosing to continue to operate under a traditional model, a need was identified to explore ways to strengthen the connection between school staff and families and prioritise parent engagement.

Like all other schools, normal operations were interrupted while Covid-19 became a part of our daily lives. For this reason, many normal routines, opportunities, activities, and events that would typically be inclusive of families were not able to occur. However, St Peter's prioritised communication with families at an administrative and individual class level, to maintain connection and provide support, understanding that each family's needs and capacity would vary during such a challenging time.

Towards the end of the year, our P&F was able to resume gathering for meetings and were able to organise some fundraising opportunities which contributed to resources for our students. These included extra ipads, subscriptions to educational websites and graduation gifts. These meetings were also a chance to collaborate on future plans such as family engagement strategies, fundraising ideas and canteen operations.

Student Body Message

From the Year 6 class of 2020.

Last year we completed Year 6. In many ways it was a dramatic year with events including the end of “Black Summer” of 2019-2020 with some of the worst bushfires in Australia’s history, and the beginning of the coronavirus pandemic in March 2020.

During these times of uncertainty, we were grateful to have the community of St Peter’s Primary school, teachers, staff, students, and families, to draw strength and stability from. Lessons continued throughout the year although for most of us we had a month or two where we completed our lessons at home.

Coming back to school after the coronavirus shut-down period made us realise how thankful we were to have our teachers and friends.

Year 6 students really enjoyed being buddies to the new Kindergarten class of 2020 and making friends with the new students and helping them adjust to school life was one of the highlights of the year.

We also got to celebrate the end of our primary years with our classmates and teachers who held a pizza party for us which was fun.

On behalf of all of us Year 6 students of 2020 we would like to thank the school of St Peter’s for giving us a great foundation for our primary years in our learning and we would highly recommend the school as a great community and place of learning for any new student and their families.

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 storeyed brick building was blessed and opened. More recent building work has seen improvement to the classroom and general facilities. During the year, a demountable building was installed which became the school library. The previous library was then used solely as a classroom. The library was fully functional by the end of Term 1.

Enrolment numbers have continued to be strong at 155 students as new families continue to move into the area. An additional class was added at the start of 2018 and the school's structure again featured separate classes in all grades.

The school entered its third year of a "Bring Your Own Device" Program which meant that students in Years 4, 5 and 6 benefitted from the use of their own computers.

St Peter's embedded a Positive Behaviour for Learning program with the key words "Respectful, Responsible and Resilient". This formed the basis for our school's behaviour policy.

Students from St Peter's usually enter the Regional Public Speaking Competition and our senior students participate in a Science Day held at various venues. These were cancelled in 2020 due to COVID 19. Students at St Peter's are also given the opportunity to compete in various competitions run by the University of N.S.W.

Sports carnivals and gala days included swimming, cross-country running, athletics, soccer, and netball though again, COVID prevented participation.

The school is usually represented at local community events such as the local ANZAC Day March and Remembrance Day Ceremony.

2020 saw a major refurbishment of the school's amenities block and this was completed early in 2021.

Student Profile

Student Enrolment

The School caters for students in Years K – 6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2020: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
75	78	6	153

* Language Background Other than English

Enrolment Policy

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

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

Student Attendance Rates

The average student attendance rate for 2020 was 92.81%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group						
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
93.91	92.55	94.04	91.10	94.59	92.06	91.40

Managing Student Non-Attendance

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

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

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

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

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

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2020:

Total number of staff	21
Number of full time teaching staff	8
Number of part time teaching staff	7
Number of non-teaching staff	6

Total number of teaching staff by NESA category

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

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

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

Professional Learning

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

Summary of professional learning at this school

During 2020 teachers at St Peter's engaged in a variety of Professional Development. The whole staff participated in a Spirituality day which focussed on prayer. Infants teachers attended a day course based on phonemic awareness (Heggarty's) and Primary teachers worked to develop IT classroom skills with a focus on Microsoft TEAMS. Other professional development included learning around Number Talks and "Talk for Writing" as well as continued development of the school's emphasis on the development of writing.

The whole staff also learned skills in using Zoom and SeeSaw. These programs were used to engage both students and parents. Staff members also completed CPR and Anaphylaxis refresher courses. Gifted Education was also the focus of a staff professional development day. Staff members engaged with Catholic Schools Office Staff and then completed an online learning program, focussed on differentiation, which led to the implementation of the school's Gifted Education Program.

The Assistant Principal completed Stage 3 of a Leadership Course and the Religious Education Coordinator attended Assembly Days via Zoom.

The whole staff was heavily engaged in learning around the work of Lyn Sharratt through the "Leading, Learning, Collaborative" project. Staff members implemented Case conferences, data walls, Learning Intentions, Success Criteria and "bump it up walls" all in keeping with the initiatives involved with the Diocesan project.

Catholic Identity and Mission

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

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

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

As such, they are to:

Be truly Catholic in their identity and life;

Be centres of the 'new evangelisation';

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

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

(Catholic Schools at a Crossroads, 2007)

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

Prior to COVID restrictions, students participated in liturgies including Mass for the opening and of the school year and for Ash Wednesday, as well as other liturgical feasts. Staff and students involved themselves in prayer and staff members met regularly to pray as a group.

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

During the year, the staff worked towards implementing the school's Vision and Mission Statements.

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 2020 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 bushfire appeals.

During 2020 classes were rostered to attend weekday Mass regularly as the Parish Priest became more available, however, COVID restrictions curtailed attendance for most of the year.

Curriculum, Learning and Teaching

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

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

Continual focus on Leading Learning

Cultures built on Collaborative Learning

Rich and purposeful Personalised Learning

Creating the conditions for Supportive Learning

Building capacity through Professional Learning

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

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

To ensure that Information Technology Skills are embedded in the curriculum, students benefit from a Bring Your Own Device (Computer) Program in Years 4- 6 and other classes utilise school provided iPads and laptops. Students used Zoom, TEAMS, OneNote and SeeSaw to assist with learning especially during the learning from home period.

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

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

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

During Release from Face to Face sessions, students experienced learning in areas of the Creative Arts.

Student Performance in Tests and Examinations

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 the School's planning and is used to support teaching and learning programs.

Due to the impact of Covid-19 this year, the Education Ministers agreed that NAPLAN would not proceed in 2020. This decision was taken to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, including potential online and remote learning.

Pastoral Care and Student Wellbeing

Pastoral Care Policy

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

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

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

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

There were no changes to the policy in 2020.

Behaviour Management and Student Discipline Policy

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

Anti-Bullying Policy

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

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

Complaints Handling Policy

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

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

Initiatives promoting respect and responsibility

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

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

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

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

Students also participated in activities to support Harmony Week, Naidoc Week and Aboriginal and Torres Strait Islander Children's Day.

As practical signs of respect and responsibility, students raised funds for various charities including drought and bushfire relief, the St Vincent de Paul and Caritas. The school's

"Minnie Vinnies" group promoted these activities by producing posters and advertising at assemblies.

School Improvement

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

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

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

Key Improvements Achieved

Key improvements throughout 2020 included:

Catholic Education and Mission

COVID 19 regulations interfered with many celebrations throughout 2020 though staff members still engaged in a Staff development day focussed on prayer. The school successfully moved Religious Education teaching to an online format during the COVID lockdown and continued to implement the Diocesan Religious Education Syllabus when school attendance resumed.

Teaching and Learning

The school further established and embedded teacher collaboration through fortnightly Professional Learning Team meetings. These aimed to boost achievement in writing. Staff members worked on a variety of strategies and displayed assessment data on the school's data wall. Teacher professional learning in this area made a large contribution to improvement in student achievement.

The employment of a Lead Teacher to guide teaching and learning as well as the operation of Tier 2 interventions has borne success in the development of reading and writing. The same Lead Teacher was again employed throughout 2020.

In second semester 2020 St Peter's became part of the Diocesan Gifted Education program by becoming a Gifted Education Lead School. A gifted Education Mentor was employed on a 0.2 basis. Students were all assessed using a standardised assessment test and students identified as being gifted were targeted for enrichment activities in the classroom. One

student took part in Diocese's Virtual Academy, an online project aimed to cater for the needs of gifted students.

Staff members also participated in Professional Development around Differentiation with a focus on giftedness. This included a full day's training as well as the completion of several hours online learning.

Leadership

The school's executive team met regularly to guide direction and decision making throughout the school and team members attended their appropriate assembly days. The Assistant Principal took part in leadership training offered by the diocese. All members of the executive.

Well-Being and Partnerships

The school's Positive Behaviour Support Program was successfully implemented. The school conducted a student well-being survey and collated results. To assist in maintaining community connections throughout COVID, the school was able to offer P&F meetings via Zoom and also live streamed the Year 6 graduation ceremony.

Two staff members completed training for the Seasons for Growth Program.

A grant was sourced from the Department of Veteran's affairs for the procurement and erection of a new flagpole.

Priority Key Improvements for Next Year

Improvements scheduled for 2021 include:

Catholic Education and Mission

In 2021 the school hopes to continue to develop the relationship between parish and school as we gradually reengage with Masses and parish celebrations post COVID 19.

The school will continue to develop teaching and learning in Religious Education by applying the principles of Leading Learning Collaborative to RE lessons. i.e. Reviews, lesson intentions, success criteria and data collection. Staff members will also participate in Diocesan training offered by Professor Michael Dennin. The P.D. will feature 'The Relationship Between Faith and Reason' and 'Miracles: the Intersection of Faith and Reason'.

Students from St Peter's will also be offered participation in the Sacramental Program produced by the City Pastoral Region.

Teaching and Learning

Staff members at St Peter's will continue to engage in the Leading, Learning, Collaborative project as well as continue to implement aspects of the Gifted Education Lead School Program. In 2021 the school's emphasis will move towards Mathematics and its teaching. This will become an emphasis in Professional Learning Teams and in staff professional development.

Staff members will also participate in Professional Development around the education of Indigenous students.

Leadership

The school's Student Representative Council will begin operating in Term 1 2021. Students will be elected for a semester and will attend approximately 3 meetings in each term. The Principal will also engage in the "Good to Great" principal support program. Students in Stage 3 will also be offered a retreat to help nurture spirituality and leadership.

Well-being and Partnerships

Students from St Peter's will again be offered the Seasons for Growth Program. Parents and Friends Meetings will also feature input from various staff members. As COVID 19 restrictions ease, the school will again increase involvement in community celebrations.

Community Satisfaction

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

Parent satisfaction

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

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

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

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

Student satisfaction

A well-being survey conducted in 2020, as well as student participation in the "Tell them from me " survey, revealed that the majority of students were happy at school and that they felt that school was a safe place. There were some concerns expressed by students which lead the staff to look carefully at the types of well-being programs on offer. The findings of the survey were collated for analysis, comparison with previous years and for future comparison. The data also contributed to the school's Positive Behaviour Support program and helped teachers identify individual students who were of concern. Some particular issues were identified and plans were made to address them . The survey will be administered again in 2021.

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

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

Teacher satisfaction

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

Throughout 2020 a feature of staff collaboration was the continued running of fortnightly PLC's which made a positive difference to pedagogy and to student outcomes. Staff members were also quick to adopt a number of new innovations which were initiated by the school's involvement in the Diocesan "Leading, Learning, Collaborative" project.

Staff members also completed the "Tell Them From Me" survey and expressed great satisfaction in the school as a workplace.

Financial Statement

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

School Financial Information for the 2020 year is detailed below:

Recurrent and Capital Income 2020	
Commonwealth Recurrent Grants ¹	\$1,824,638
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$521,373
Fees and Private Income ⁴	\$198,867
Interest Subsidy Grants	\$2,261
Other Capital Income ⁵	\$77,692
Total Income	\$2,624,831

Recurrent and Capital Expenditure 2020	
Capital Expenditure ⁶	\$9,276
Salaries and Related Expenses ⁷	\$1,829,815
Non-Salary Expenses ⁸	\$631,638
Total Expenditure	\$2,470,729

Notes

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

END OF 2020 REPORT