



**Catholic Schools**  
DIOCESE OF MAITLAND-NEWCASTLE

# 2025

## ANNUAL SCHOOL REPORT

SERVICE | LEADERSHIP | JUSTICE

TOGETHER IN CHRIST



### St Peter's Primary School

5 Dunbar Street, STOCKTON 2295

Principal: Mr Michael Punch

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

[mn.catholic.edu.au](http://mn.catholic.edu.au)

## About this report

---

St Peter's Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Diocese of Maitland-Newcastle (CDMN) which forms part of the broader system of schools governed by Catholic Schools NSW. 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 Strategic 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

2025 was once again a successful year at St. Peter's School. Enrolment numbers continued to be strong and the school made progress academically, socially and in improvement to the facility.

The school's mission statement emphasizes innovative teaching, courageous learning and high expectations. In achieving this mission, staff members continued to embrace change through the continued implementation of new syllabus documents in English and Mathematics across all grades. Classrooms continued to feature "bump it up walls", co-constructed lesson intentions and success criteria, and teachers continued to meet to regularly to examine data and plot student progress.

Intervention programs operated with much success and the school moved forward in its implementation of explicit teaching strategies in pursuit of pursuing improvement across the school in its targeted area of Spelling, in particular morphology. The school continued to implement and refine its Positive Behaviour for Learning program and resourcing and professional development accompanied the school's introduction of the "Zones of Regulation" to aid with emotional regulation and well-being. The creative arts were also promoted through a project titled "Shine Bright" which comprised workshops and a performance event.

2026 promises continued school improvement as the school strives to introduce new syllabus documents and a new social and emotional learning program.

### Parent Body Message

From a parent's point of view, 2025 has been a really positive and connected year at St Peter's. The school welcomed many new families, and it was great to see everyone settle in and feel part of the community so quickly.

The Parent Engagement Group (PEG) continued to give parents a real voice in school life. Meeting twice each term meant we had plenty of chances to hear what's happening at school and to learn about the programs supporting our kids. This year, parents appreciated the sessions on PB4L, Grow Your Mind, and Period Positivity—all helpful in understanding how the school supports wellbeing and respectful behaviour.

Our fundraising and community events were also a highlight. Seasonal raffles and special-occasion gift stalls were well supported, with families helping out however they could. These events raised valuable funds but, more importantly, brought people together. The strong

turnout showed how much parents enjoy being involved and staying connected to what's happening at school.

Overall, 2025 felt like a year where parents and the school worked closely together, and it made a real difference. We're proud of the supportive community at St Peter's and look forward to building on this positive partnership next year.

Kind Regards

Shannon Ingram

### **Student Body Message**

Year 6 has taught me many things, being a leader, being a role model and just having fun with my peers. Year 6 has had extra responsibilities which has been fantastic. They include being school leaders, supporting buddies and visiting Bathurst on our three day excursion.

We have enjoyed our teachers allowing us to participate in exciting activities such as walking down to the oval to do sport outside of school. Year 6 has created many memories for myself such as filming our goodbye video, taking part in multiple liturgies and being a part of the creative arts showcase to name a few.

2025 was also full of opportunities such as public speaking, debating, sports teams, writing competitions and so much more. Year 6 proudly contributed to lots of these tasks with honour and pride, trying our hardest with each challenge. The skills we've learnt at school are ones we truly won't forget, and the memories we have made are everlasting.

Our final year at St Peter's Stockton has been the best year ever especially the last few days, where we have had our back to kindergarten morning, our graduation and then clap out. It's been the best time of my school years having fun, learning more and creating memories.

Cody

## School Features

---

### History of the school

St Peter's Primary School, Stockton is a single stream school located in a beach and harbour 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.

On 30 January 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 July 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. On 25 July 1971 St Peter's Primary School's two-storey brick building was blessed and opened. More recent building work has seen improvement to the classroom and general facilities.

Enrolment numbers have continued to be strong the school features separate classes in all grades from Kindergarten to Year 6.

The implementation of a 'Bring Your Own Device' program as well as regular upgrades to the school's IT resources means that all students have access to laptop computers or iPad's and each room features an interactive touch teaching screen.

St Peter's employs a Positive Behaviour for Learning program with the key words "Respectful, Responsible and Resilient". This formed the basis for the school's behaviour policy. Signage reinforces the school's key behavioural expectations and the program is supported by an awards system and regular lessons.

Students from St Peter's successfully entered the Public Speaking and Debating Competitions as well as Maths and Spelling bees.. Our senior students also participated in a Science Day held at various venues. 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.

The school is usually represented at local community events such as the local ANZAC Day March and Remembrance Day Ceremony, as well as at religious ceremonies. In 2025 the school's playground underwent further refurbishment. Artificial grass was laid on the playing

field, the infants' play area was refurbished, the bitumen was recoated and the school's elevator was scheduled for rebuilding and replacement.

## 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 2025: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
91	89	13	180

\* 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.

### Student Attendance Rates

The average student attendance rate for 2025 was 91.05%. 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
93.84	93.89	92.26	89.69	89.29	89.61	88.74

### Managing Student Non-Attendance

All schools maintain an accurate register of their student's attendance. Any absences (part or full day) from school are recorded on this register and appropriate intervention strategies are implemented if required.

While parents/carer are legally responsible for the regular attendance of their child at school, school staff, as part of their duty of care, play a vital role in providing a continuum of active support including universal, targeted, and individualised strategies when supporting students with attendance concerns. Documented attendance plans may be developed to address the needs of students whose attendance is identified as being of concern.

## Staffing Profile

---

### Staffing Profile

Note: The data presented reflects the most current information available at the time of reporting. Variations in data currency may occur where staff updates are pending. Differences between tables are due to variations in staff inclusion criteria; therefore, minor discrepancies in reported numbers may occur.

The following information describes the staffing profile for 2025:

Total number of staff	27
Number of full time teaching staff	10
Number of part time teaching staff	7
Number of non-teaching staff	10

### Total number of teaching staff by NESA category

Teachers are either accredited as conditional, provisional or proficient as defined by the Teacher Accreditation Act 2004 (NSW). Accreditation at the levels of Highly Accomplished and Lead teacher is voluntary.

The following table describes the accreditation status of teachers at St Peter's Primary School in 2025:

Conditional Teachers	0
Provisional Teachers	0
Proficient Teachers	17

## 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 educate from and for vibrant, welcoming and diverse communities with a particular commitment to the poor; for justice, integrity and peace; and with hope for the future.:

At the heart of everything there is always Jesus Christ.

Catholic schools educate:

- From and for the community of faith
- From and for excellence in learning
- In a rigorous, creative and critical pursuit of truth

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

St Peter's is truly a Catholic parish school. Children from all backgrounds are invited to apply for enrolment and are, as much as possible, accommodated. The school has a policy of inclusion and this is demonstrated daily in both word and action. The whole school community embraces people's differences and celebrates what can be learned from inclusive interaction. 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.

During 2025 students participated in liturgies including Mass for the opening and closing of the school year and for other significant 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 constantly towards implementing the school's Vision and Mission Statements.

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 2025 some Yr. 6 student leaders represented our school

at the annual Diocesan Catholic School's Week Liturgy. As well as this, students 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 other charities.

During 2025 stages were rostered to attend weekday Mass regularly and some students from the school participated in the parish led Sacramental program.

The Diocese's new syllabus based around the Theology of Encounter, was implemented from Kindergarten through to Year 4. Teachers attended Professional Development enabling the implementation of the new approach to teaching Religion.

## Curriculum, Learning and Teaching

---

The School provides an educational program based on and taught in accordance with the NSW Education Standards Authority (NESAs) 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 and Languages.

The Curriculum is structured around the outcomes and content for each KLA and provide multiple opportunities for students to demonstrate their understanding through assessment. The curriculum embeds capabilities and priorities within curriculum content points in all KLAs. These include literacy, numeracy, digital literacy, critical and creative thinking, ethical understanding, intercultural understanding, and personal and social capability.

St Peter's Primary School teaches the NSW Syllabus for the Australian Curriculum and in 2025 instruction from Kindergarten - Year 6 was based on the newly released N.S.W. Syllabus documents for Literacy and Numeracy. 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 accessed intervention programs administered by the Learning Support Teacher who utilised a current researched based program developed by the University of Florida. Individually tailored interventions were also delivered to students requiring specific assistance in numeracy as well as literacy.

Teachers meet regularly as a Professional Learning Team to discuss student data and plan teaching. Student achievement data is collected, 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 TEAMS, OneNote and SeeSaw to assist with learning, including homework.

In 2025 the school focused on the teaching of Spelling skills especially the morphological aspect, and on integrating these skills throughout the Key Learning Areas. Staff members implemented explicit teaching in spelling classes and regular assessment dictated the scope and sequence of teaching.

In Numeracy lessons, teachers continued to implement "Daily Reviews" and worked using an agreed practice in Mathematics. 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 from a specialist teacher. In 2025, the school promoted a creative arts project which culminated in a performance event. Peripatetic sports coaches were also employed to develop students' skills in athletics and games such as basketball.

The school benefits from a Gifted Education Mentor teacher who works with students who have been recognised as gifted or high potential students, identified via Cognitive Achievement testing (Cog AT), Progressive Achievement Tests and class assessments. These students participated in enrichment activities coordinated by the Gifted Education Mentor. A group of students also qualified to participate in the Diocesan Virtual Academy - an enrichment program for Gifted and High Potential students.

Regular professional development opportunities enable teachers to maintain accreditation and to keep abreast of contemporary pedagogy.

## Student Performance in Tests and Examinations

---

### NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participate in the National Assessment Program Literacy and Numeracy (NAPLAN).

NAPLAN is a nationwide measure through which parents/carers, teachers, schools, education authorities, governments and the broader community can determine whether or not young Australians are developing critical literacy and numeracy skills. NAPLAN results allow parents/carers and educators to see how students are progressing in literacy and numeracy over time - individually, as part of their school community, and against national standards. NAPLAN is made up of four domains of:

- reading
- writing
- conventions of language (spelling, grammar and punctuation)
- numeracy.

NAPLAN results are reported against proficiency standards with four levels of achievement to give parents and carers, teachers and schools clearer information on how students are performing:

- Exceeding: The student's result exceeds expectations at the time of testing.
- Strong: The student's result meets challenging but reasonable expectations at the time of testing.
- Developing: The student's result indicates that they are working towards expectations at the time of testing.
- Needs additional support: The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

The percentage of student achieving at Exceeding and Strong proficiency standards in NAPLAN at St Peter's Primary School for 2025 is reported in the table below.

NAPLAN RESULTS 2025		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 3	Grammar and Punctuation	75%	54%
	Reading	83%	66%
	Writing	89%	76%
	Spelling	64%	62%
	Numeracy	83%	64%
NAPLAN RESULTS 2025		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	68%	63%
	Reading	70%	73%
	Writing	70%	65%
	Spelling	41%	69%
	Numeracy	59%	69%

## Pastoral Care and Student Wellbeing

---

### Pastoral Care Policy

The School's approach to pastoral care and wellbeing is guided by the [Student Wellbeing and Pastoral Care Policy](#).

This policy provides a framework for the development and implementation of policies, programs, resources, and practices at all school levels. Its purpose is to support and enhance the wellbeing of students and all members of the school community, fostering a climate of care within a Catholic educational context.

The School is committed to creating a safe, inclusive, and academically rigorous environment. A strong emphasis is placed on nurturing and maintaining positive, respectful relationships among staff, students, and parents, with the wellbeing of all at the forefront.

### Behaviour Management and Student Discipline Policy

The School's behaviour management and student discipline procedures align with the Catholic School's [Student Wellbeing and Pastoral Care Policy](#) and to the [Schools Behaviour Management Policy](#). These policies uphold the dignity and responsibility of each individual, promote positive student behaviour, and ensure respect for the rights of all students and staff. Corporal punishment is expressly prohibited at the School. The School does not permit or condone the use of corporal punishment by any School personnel or non-School individuals, including parents, as a means of discipline in the School. Further information about this and other related policies may be obtained from the School's website.

### Anti-Bullying Policy

The School implements the Catholic Schools [Anti-Bullying Policy](#) which is adopted by all schools within the Diocese. This policy provides a framework for school communities to collaboratively prevent and address bullying, fostering respectful relationships and responding to individual needs with sensitivity and care. The Catholic Schools Leadership team 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 on the Catholic Schools Maitland-Newcastle website.

## Complaints Handling Policy

The Diocese of Maitland-Newcastle [Complaints Resolution Policy](#) is implemented by the School and all schools in the diocese. This policy acknowledges that misunderstandings and differences of opinion may arise and provides a structured process for resolving such matters respectfully and constructively. By addressing concerns within a framework of dignity, respect and truth, the policy reflects the values of the Catholic faith and offers opportunities to model the love of Christ in contemporary contexts. The Catholic Schools Leadership team monitors the implementation of this policy in our schools.

The full text of the [Complaints Resolution Policy](#) may be accessed on the School's website, the administration office or on the Catholic Schools Maitland-Newcastle website.

## Community Satisfaction

---

Consultation with parents, students and teachers is valued and sought. Their feedback contributes to the planning and the achievement of 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. The school undertakes extensive surveying of all stakeholder groups every 2 years. 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 the 'Tell Them From Me' survey, Family and Community Engagement Meetings and a variety of feedback suggests that the school is held in high esteem in the community. Supportive posts on the school's Facebook page as well as the anecdotal evidence of those seeking enrolment prove the school's community standing. "Word of mouth" is usually the way in which new enrolments are made aware of the school and the school's enrolment continues to grow.

The school's performances, carnivals and assemblies are very well received and extremely well attended by families and community members.

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

The Parents and Friends Association ceased operating in 2023 and was replaced by a Family and Community Engagement model. The model operated throughout 2025, holding meetings at least once (sometimes twice) each term. Each meeting contained a strong educative component.

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

### Student satisfaction

Student participation in the 2024 "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, though there was a perception among some students that 'bullying' was a problem. This led the staff to look carefully at the types of well-being programs on offer and to rejuvenate the Positive Behaviour for Learning program. 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 School Improvement Plan emphasis and helped teachers identify student concerns.

The 2025 School Improvement Plan featured the implementation of the "Zones of Regulation", a program aimed at assisting students to regulate emotions. Together with modifications to the Positive Behaviour for Learning program the school is looking to achieve further progress in encouraging student well-being through the introduction of the "Grow Your Mind" social and emotional learning resource in 2026. The "Tell Them From Me" survey will be administered again in 2026 and results will be compared with the previous survey.

### **Teacher satisfaction**

Staff members 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 2025 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 new practices associated with new syllabus documents and the renewed emphasis on explicit teaching.

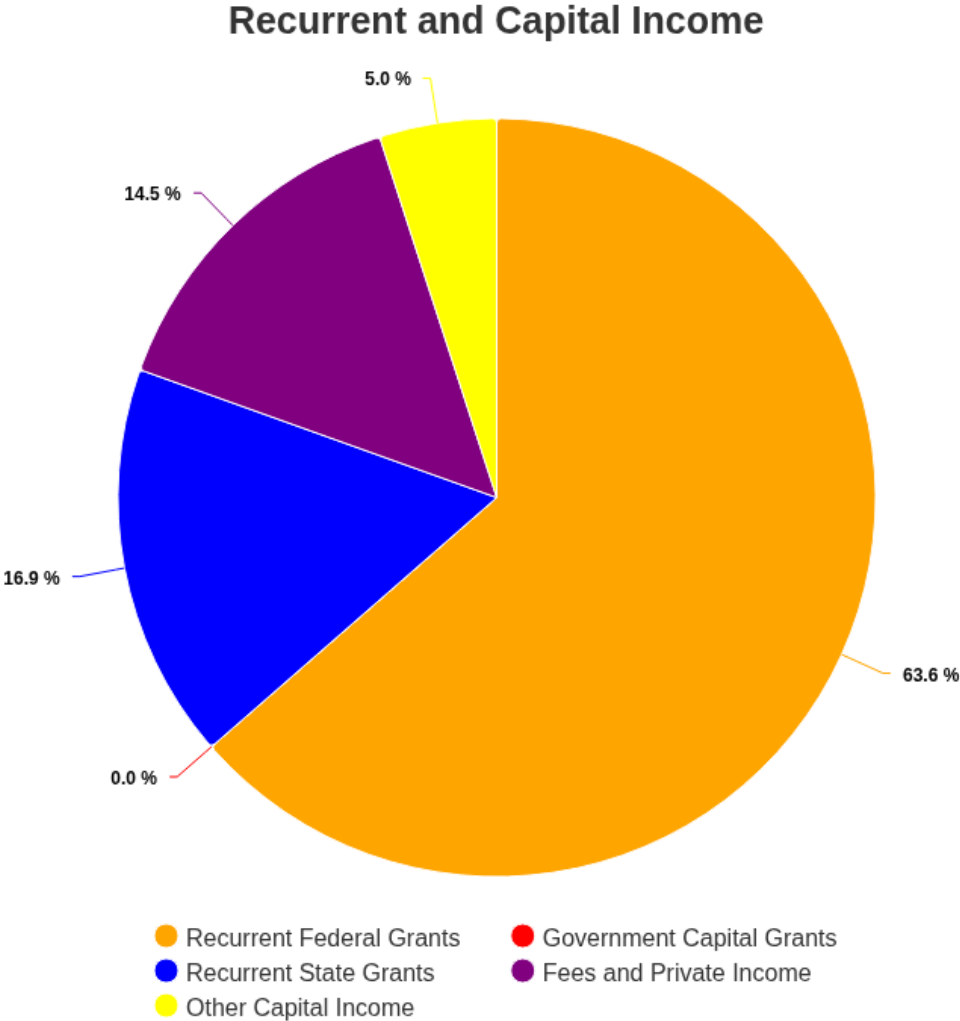
Staff members also completed the "Tell Them From Me" survey in 2024 and expressed great satisfaction in the school as a workplace. The Catholic School's staff engagement survey was also administered in 2025.

# Financial Statement

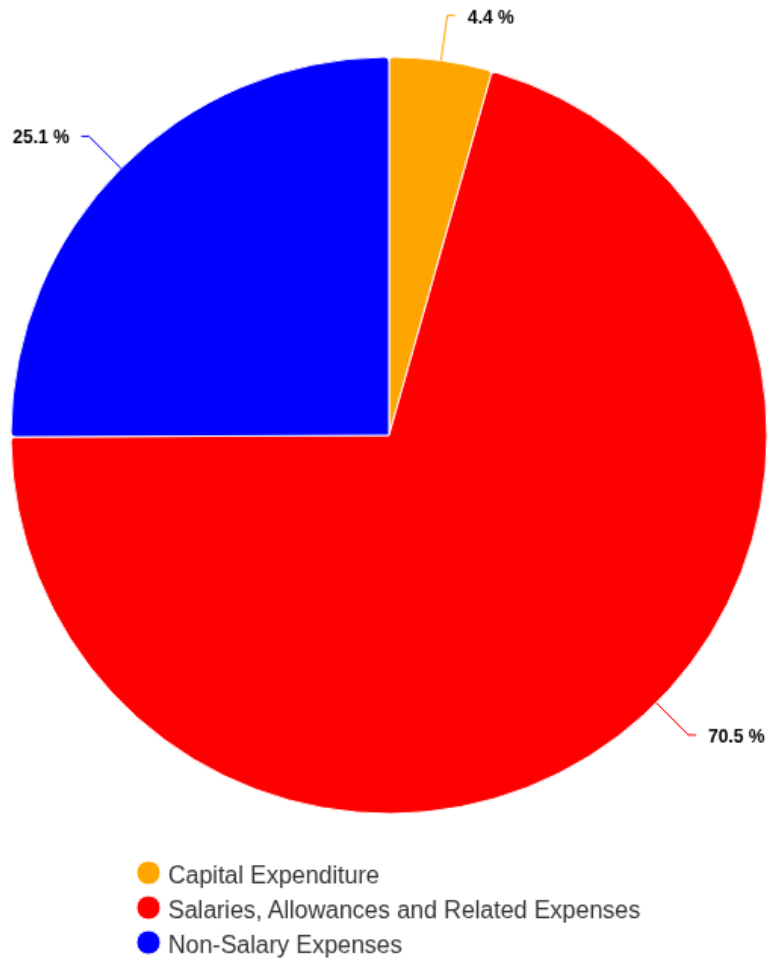
---

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 2025 year is detailed below:



## Recurrent and Capital Expenditure



END OF 2025 REPORT