

2023

ANNUAL SCHOOL REPORT

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Together in Christ



St Peter's Primary School

Dunbar Street, STOCKTON 2295

Principal: Mark Konik

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 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

2023 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 its physical structure.

The school's mission statement emphasizes innovative teaching, courageous learning and high expectations. In achieving this mission, staff members continued to embrace change through close engagement with the Catholic Schools' Office' "Leading, Learning, Collaborative" initiative and through the implementation of new syllabus documents for Kindergarten, Year1 and Year 2. Classrooms continued to feature "bump it up walls" and co-constructed lesson intentions and success criteria.

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 Comprehension. The school continued to implement and refine its Positive Behaviour for Learning program and made changes to the school's timetable to allow for the increased student population.

2024 promises continued school improvement and further growth in enrolment as the surrounding area continues to develop.

Parent Body Message

At St Peter's, 2023 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 its purpose and objectives. After much deliberation and consultation, the group closed the operation of its traditional Parents and Friends structure and voted to take on the newly promoted Parent Engagement Group (PEG) Model. The main reason for this change was that there were not enough parents willing to take on executive roles. During the year the Catholic Schools Office announced that traditional Parents and Friends Associations would all cease operating by 2025. As the year progressed, the PEG met twice each term to discuss issues such as fundraising and to hear input from various school personnel on topics such as Learning to Read and Religious Education.

Though the format changed, the parent group ran successful fundraisers such as the Easter and Christmas Raffles, and the Mothers' and Fathers' Day stalls. Contributions to the school included the purchase of three large collapsible sun shelters for use at outdoor events.

The format for parent engagement at St Peter's continues to evolve and we look forward to a continuation of excellent communication with the school and parent involvement in our children's education.

Student Body Message

Year 6 2023

Our last year of primary school was jam-packed with lots of fun and learning. We had so many great experiences to finish off our time at St Peter's Stockton. Here are just a few of them.

A major highlight of the year was our Bathurst school camp. On our way there, we stopped at the Blue Mountains and got to experience the scenic railway which was so much fun (and made some people scream), as well as a cable car and the Three Sisters lookout. In Bathurst we did some gold panning, visited an historic village, and had a blast spending quality time together. During 2023 we also put on a class play, 'The Not So Mysterious Disappearance of Cinderella', which our class and our teacher, worked really hard on. It was wonderful to hear all the giggles of the younger students as they laughed at the jokes and funny lines in the play. Talking about productions, we also got to watch ASPIRE at the Civic Theatre, which one of our classmates starred in. Many of our classmates also got to participate in representative sports during the year and show off their great skills and talents.

We did some cool stuff in class too during 2023, including making dioramas about natural disasters, read some great books like Holes, Bridge to Terabithia, and Blueback, and started preparing for high school.

It was a very memorable year filled with friendships, fun and laughter. Our teachers gave us so much support and made it very special, so we really appreciate everything they did for us. St Peter's is a great school and an important part of what makes Stockton so special.

Brooke

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.

Enrolment numbers have continued to be strong, peaking at 176 students, as new families continue to move into the area. After many years of low numbers forcing composite classes, the school's structure now consistently features separate classes in all grades.

The school continued the successful implementation of its "Bring Your Own Device" Program which meant that students in Years 4, 5 and 6 again benefitted from the use of their own computers.

St Peter's employs a Positive Behaviour for Learning program with the key words "Respectful, Responsible and Resilient". This formed the basis for our school's behaviour policy. Signage has been purchased and installed to reinforce the school's key behavioural expectations.

Students from St Peter's successfully entered the Regional and Diocesan Public Speaking Competitions as well as the Regional and Diocesan Debating competitions where our team reached the final stages. 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.

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 2023: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
93	90	14	183

* 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 [Enrolment 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 2023 was 90.44%. 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
92.39	91.80	87.66	91.99	89.26	89.38	90.60

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 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 2023:

Total number of staff	19
Number of full time teaching staff	7
Number of part time teaching staff	7
Number of non-teaching staff	5

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 107 teachers
- Provisional 69 teachers
- Proficient 1887 teachers
- 4 Highly Accomplished teacher
- 1 Lead teacher

Additionally, there are approximately 10 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 2023 teachers at St Peter's engaged with a variety of Professional Development opportunities. The school executive attended professional learning provided by the Catholic Schools' Office around the teaching of English led by Beverly Deriwianka and around the teaching of Mathematics led by Professor Peter Sullivan. In term 2 the staff completed Professional learning around the school goal of improving Comprehension.

The planned Catholic School's Religious Education P.D. day concerned the Joy of the Gospel and was presented by Sr Connolly. Staff members in Years 2 and 3 attended staff development around the new RE curriculum.

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. Staff also received input from Anita Chinn in the teaching of Mathematics to supplement the introduction of the new syllabus documents.

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 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.

During 2023 students participated in liturgies including Mass for the opening 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 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 2023 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 2023 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, began implementation throughout Kindergarten as well as Years 1 and 2. Teachers attended Professional Development in 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 (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 Curriculum is structured around the outcomes and content for each learning area and general capabilities for learning across the curriculum including literacy, numeracy, information and communication technology, critical and creative thinking, ethical behaviour, personal and social competence and intercultural understanding.

St Peter's Primary School teaches the NSW Syllabus for the Australian Curriculum and in 2023 instruction in Kindergarten - Year 2 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.

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 TEAMS, OneNote and SeeSaw to assist with learning, including homework.

In 2023 the school focused on the teaching of Comprehension skills and on integrating these skills throughout the Key Learning Areas. Staff members learned techniques such as "Read with a pencil" and on comprehension skills 'before, during and after reading.'

In Numeracy lessons, teachers introduced "Daily Reviews" 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 from a specialised teacher.

Student Performance in Tests and Examinations

NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participated in the National Assessment Program Literacy and Numeracy (NAPLAN). The purpose of NAPLAN is to provide information to parents and teachers about the achievements of students in literacy and numeracy. The test provides a measure of the student's performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching with a view to improving student performance.

From 2023, NAPLAN results are reported against proficiency standards with 4 levels of achievement to give teachers, parents and carers 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 2023 is reported in the table below.

NAPLAN RESULTS 2023		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 3	Grammar and Punctuation	45%	54%
	Reading	55%	67%
	Writing	73%	76%
	Spelling	36%	61%
	Numeracy	64%	65%

NAPLAN RESULTS 2023		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	67%	64%
	Reading	71%	74%
	Writing	71%	66%
	Spelling	71%	69%
	Numeracy	54%	68%

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 Wellbeing and Pastoral Care Policy](#).

The Student Wellbeing and Pastoral Care Policy 2022 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.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned the CSO [Student 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.

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.

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 well 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 implemented a Positive Behaviour for Learning 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 revolves 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. An update of teacher knowledge and skill in Positive Behaviour for Learning is planned for 2024.

Students who accumulate enough "goldies" are recognised at school assemblies and each teacher awards a "PBL 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 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 system's 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 Improvement Plans are future focused documents that map the School's directions, aimed specifically at improving educational and wellbeing outcomes for all students through the following areas:

- Catholic Identity and Catholic Curriculum
- Learning and Wellbeing

Each year, the School develops a Strategic Improvement Plan indicating the intended key improvements for student learning outcomes. A copy of the school's Strategic Improvement Plan may be obtained from the School administrative office.

Key Improvements Achieved

Catholic Education and Mission

2023 was highlighted by very much improved performance in the Year 6 Religious Literacy Test. The Religious Education Coordinator and Year 6 teacher worked to develop the students' skills and these efforts bore significant improvement.

Teaching and Learning

The school further established and embedded teacher collaboration through fortnightly Professional Learning Team meetings. These aimed to boost achievement in Comprehension and Mathematics. 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.

In 2023 St Peter's continued working with the Diocesan Gifted Education program. A gifted Education Mentor was again employed on a 0.2 basis. Students identified as being gifted were targeted for enrichment activities in the classroom. Two students took part in the Diocese's Virtual Academy, an online project aimed to cater for the needs of gifted students.

Leadership

Some temporary changes to the school's leadership occurred in 2023. The principal was seconded to another school for three terms which meant that an Acting Assistant Principal and Religious Education Coordinator were appointed from within the school. The executive team met regularly to guide direction and decision making throughout the school and team members attended their appropriate assembly days. The Acting Assistant Principal took part in training offered by the diocese and all members of the executive took part in training within

the Diocesan "Leading, Learning, Collaborative" project which is based on the work of Lyn Sharratt.

Well-Being and Partnerships

The school's Positive Behaviour Support Program was successfully continued. The PBS team met regularly to reinforce the school's behavioural expectations.

The school's Parents and Friends Association was dissolved and became a "Parent Engagement Group". Meetings occurred twice each term and featured an educative component led by a staff member.

The school was successful in applying for a \$25000 grant to improve playground facilities. This project was coordinated by the Diocesan facilities team and is set for completion in 2024. St Peter's also maintains a close association with the Port Waratah Coal, the Port of Newcastle and Orica.

Priority Key Improvements for Next Year

Catholic Education and Mission

In 2024 the school hopes to continue to develop the relationship between parish and school by attending Masses and celebrations regularly in the Parish church.

The School Improvement Plan will again prioritise the Faith Formation of students and staff as a major goal. This will occur through participation in Professional Development and a variety of retreat and formation activities.

Students from St Peter's will again be offered participation in the Sacramental Program offered 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 2023 the school's emphasis will move towards improving Teaching and Learning in Reading Comprehension. This will become an emphasis in Professional Learning Teams and in staff professional development.

During 2023 the school plans to complete the refurbishment of classrooms and further improve facilities in the school's playground.

OOSH

2023 will also see the beginning of an Out of Hours School Care facility run by St Nicholas OOSH. This will offer school holiday services as well as before/after school care.

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 annually. 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 Parent Engagement Group Meetings and a variety of feedback including previous "Tell Them From Me " surveys suggest 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 continues to grow in enrolment numbers, attracting a substantial percentage of the local area's school population.

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 Parent Engagement Group model. The model was in its early stages in 2023 and while success is yet to be determined there are positive signs as meetings which contained a strong educative component (e.g. teaching reading) were well attended.

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

Student satisfaction

Student participation in the "Tell them from me " survey from 2022 (there was no survey in 2023), 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 for Learning program and helped teachers identify individual students who were of concern. Some particular issues were

identified and plans were made to address them. The "Tell Them From Me" survey will be administered again in 2024.

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 2023 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.

Staff members also completed the "Tell Them From Me" survey in 2022 and expressed great satisfaction in the school as a workplace.

Results from the 2023 Diocesan staff Satisfaction survey revealed that there were some issues with diocesan structures and expectations which were impacting teacher well-being. The diocese is looking to take steps to address these in 2024 as it places more emphasis on staff well-being.

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 2023 year is detailed below:

Recurrent and Capital Income 2023	
Commonwealth Recurrent Grants ¹	\$1,944,312
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$507,966
Fees and Private Income ⁴	\$384,756
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$142,817
Total Income	\$2,979,851

Recurrent and Capital Expenditure 2023	
Capital Expenditure ⁶	\$793
Salaries and Related Expenses ⁷	\$2,138,202
Non-Salary Expenses ⁸	\$803,558
Total Expenditure	\$2,942,553

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 2023 REPORT