

# 2022

## ANNUAL SCHOOL REPORT

SERVICE | LEADERSHIP | JUSTICE

*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 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

2022 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.

In 2022, though somewhat effected by COVID 19 restrictions and precautions, St Peter's endeavored to bring back "school as usual". By the end of the year, parents were again attending school functions and the school resumed attendance at Mass. Years 5 and 6 were able to attend an overnight excursion to Canberra, the school produced a musical performance involving all students performed over two nights for the school community and all students visited the touring Van Gogh exhibition.

The school's mission statement emphasizes innovative teaching, courageous learning and high expectations. In achieving this mission, 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 notably in Numeracy which was the school's emphasis. Staff members continued to embrace change through close engagement with the Catholic Schools' Office' "Leading, Learning, Collaborative" initiative. Classrooms featured "bump it up walls" and co constructed lesson intentions and success criteria.

2023 promises continued school improvement and further growth in enrolment as the surrounding area continues to develop.

### Parent Body Message

At St Peter's, 2021 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 substantial playground improvement, 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

#### Year 6 Class of 2022

Last year we finished our last year of primary school, and what year it was! The world was reopening and normality at school was returning. We returned to face-to-face learning, and it was amazing to be able to laugh, learn and interact with our friends on a daily basis and not hide behind a computer screen.

We did some amazing activities during our final year. We had a year 6 bake sale to raise money for those affected in Ukraine, and we had our yearly easter hat parade which is always a highlight of each school year to see some of the amazing and sometimes out there creations. We had numerous opportunities to try out for various sports trials to represent our school at regional, diocesan and state levels.

It was a year of learning many new things from art displays at the Van Gogh exhibition and supporting our year 6 class mate in the ASPIRE production. The highlight of our year was attending the Canberra School Camp on which we were all very excited. It was a great few days visiting Questacon, War Memorial, Parliament House and the Institute of Sport. Most of all we loved participating in the School Musical. This was the last musical of our primary school years and it was one we will definitely remember.

All the teachers at St Peters are amazing. They always tried their best to make all the kids always have a smile on their faces and making our time at school enjoyable and memorable. The teachers at St Peter's really supported us and prepared us for the next chapter of our schooling at High School.

I really enjoyed my time at St Peters and will have many fond memories of my time there and many friendships I've made along the way. St Peter's is an amazing school and I would recommend this school to any future families wanting a great education for their children.

---

## 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. 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.

2022 saw a major refurbishment of the school's classrooms and by the start of the 2023 school year, classrooms from Years 1 - 6 had all been refurbished and interactive touch screen TVs had been installed in all classrooms. Further improvements to the site, are planned for 2023.

---

## 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 2022: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
79	94	11	173

\* 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 2022 was 87.69%. 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
89.53	86.37	87.77	87.64	88.81	86.42	87.27

## 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 2022:

Total number of staff	24
Number of full time teaching staff	6
Number of part time teaching staff	12
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 101 teachers
- Provisional 50 teachers
- Proficient 1862 teachers
- 1 Highly Accomplished teacher
- 1 Lead teacher

Additionally, there are approximately 4 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 2022 teachers at St Peter's engaged with a variety of Professional Development opportunities. The whole staff engaged in a learning led by Jennifer Buckingham concerning evidence-based teaching of reading. Later in the year, professional development was led by Anita Chinn on the teaching of Mathematics.

The planned Catholic School's Religious Education P.D. day was cancelled. In lieu, staff from St Peter's ran a Religious Education Day focused on the promotion of Well-being.

Throughout the year the whole staff continued to update IT skills when using Zoom, SeeSaw, TEAMS and new interactive televisions as they were gradually installed throughout the classrooms. Staff members also completed CPR, Emergency Care and Anaphylaxis refresher courses.

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.

---

## 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. 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 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.

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 2022 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 2022 classes were rostered to attend weekday Mass regularly though changes within the clergy meant that the school wasn't able to attend Mass until the end of the year. Some students from the school participated in the parish led Sacramental program.

The Diocese's new syllabus began implementation in Kindergarten. The Kindergarten teacher attended Professional Development in the implementation of the new syllabus and its Pedagogy of Encounter.

---

## 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. 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. Individually tailored interventions were also delivered to students requiring specific assistance. 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 samples, set learning goals, discuss teaching ideas and plot student achievement against the learning progressions.

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 participate in the National Assessment program Literacy and Numeracy (NAPLAN). The purpose of this test is to provide information to parents and teachers about the achievements of students in aspects of 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.

The Commonwealth Government sets minimum acceptable standards for literacy, numeracy, reading, writing, grammar, punctuation and spelling at particular ages. These are referred to as national minimum standards. Student performance in NAPLAN in our school is compared to these standards.

NAPLAN RESULTS 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	48%	52%	7%	12%
	Reading	52%	54%	11%	11%
	Writing	65%	50%	4%	7%
	Spelling	41%	48%	15%	15%
	Numeracy	41%	34%	11%	15%
NAPLAN RESULTS 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	56%	31%	8%	14%
	Reading	40%	39%	4%	11%
	Writing	52%	25%	12%	18%
	Spelling	40%	37%	0%	14%
	Numeracy	44%	25%	12%	16%

---

## 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.

There were changes to the policy in 2022.

### 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.

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 Culture and Mission
- Learning

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**

COVID 19 regulations interfered with some celebrations throughout 2022 though regular routines such as attendance at Mass had just restarted as the year drew to a close. The year was highlighted by the introduction of a new Religious Education Syllabus, based on the Theology of Encounter, into Kindergarten.

#### **Teaching and Learning**

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

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.

In 2022 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. Three classrooms were also refurbished during 2022.

#### **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 training offered by the diocese. 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. To assist in maintaining community connections throughout COVID, the school resumed face to face P&F meetings, offered face to face interviews and invited parents back on site for school events. The school's musical was produced to much acclaim and appreciation from the parent body.

The Seasons for Growth Program was offered to the school community.

### **Priority Key Improvements for Next Year**

#### **Catholic Education and Mission**

In 2023 the school hopes to continue to develop the relationship between parish and school as we gradually re-engage with Masses and parish celebrations post COVID 19.

The School Improvement Plan also emphasizes Faith Formation as a major goal. This will occur through a survey of needs and through participation in Professional Development.

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 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 musical presentation was 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.

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, 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 survey will be administered again in 2023.

## 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 2022 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 2022 year is detailed below:

<b>Recurrent and Capital Income 2022</b>	
Commonwealth Recurrent Grants <sup>1</sup>	\$2,091,876
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$553,094
Fees and Private Income <sup>4</sup>	\$316,132
Interest Subsidy Grants	\$928
Other Capital Income <sup>5</sup>	\$137,903
<b>Total Income</b>	<b>\$3,099,933</b>

<b>Recurrent and Capital Expenditure 2022</b>	
Capital Expenditure <sup>6</sup>	\$1,127
Salaries and Related Expenses <sup>7</sup>	\$2,075,264
Non-Salary Expenses <sup>8</sup>	\$833,471
<b>Total Expenditure</b>	<b>\$2,909,862</b>

### 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 2022 REPORT