

2022

St Peter's Primary School

About this report

St Dymphna 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. Furlementary

Message from key groups in our community

Principal's Message

2022 was once again a successful year at St. DYffig' 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

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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 ^{won}cdYfUjcbg"

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.

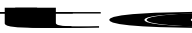
We did some amazing activities during our final year. We had a year 6 bake sale to raise money for those affected in Ukraine, and we had our yearly easter hat parade which is always a highlight of each school year to see some of the amazing and sometimes out there creations. 'K Y' had numerous ^{sear}opportunities 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. 'H\Y' highlight of our year was attending the Canberra School Camp on which we were all very excited. It was a great few school days visiting Questacon, War Memorial, Qf

School Features

History of the school

St DYWYFŴ 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 DYWYFŴ 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 school is usually represented at local community events such as the local ANZAC Day March and Remembrance Day 7 YfYa cbrn'

2022 saw a major refurbishment of the school's classrooms

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:

- ï Set direction for school procedures and practices for enrolling students into Catholic primary and secondary schools within the Diocese of Maitland-Newcastle.
- ï Establish a common, consistent approach in enrolment practices.
- ï Assist the system of Catholic schools to:

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

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 training.

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.

St DYWfŷg 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 GWccŷg 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

Curriculum, Learning and Teaching

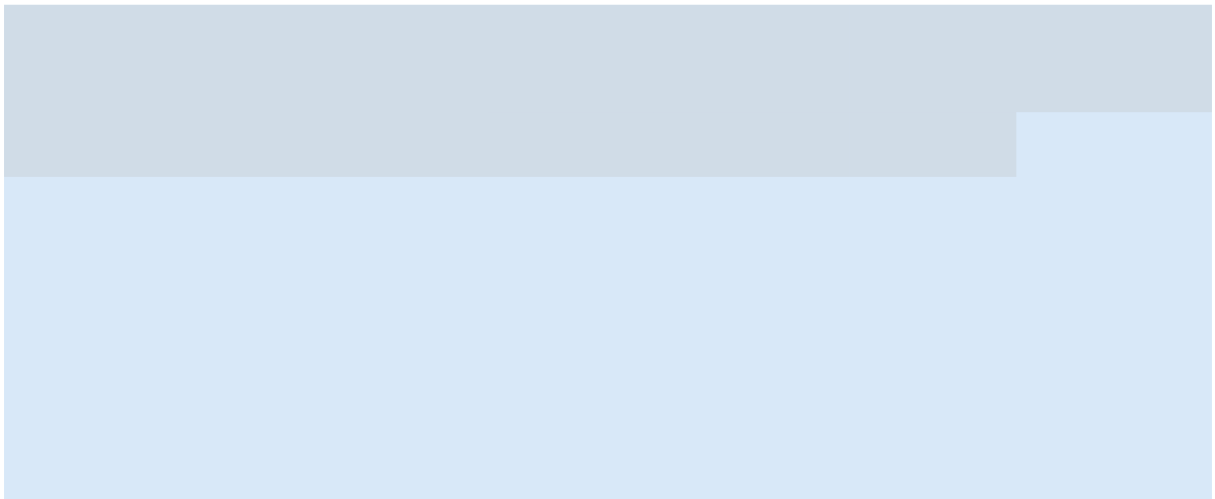
The School provides an educational program based on and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for Primary Education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal 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

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



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 content.

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,

School Improvement

The School implements the system's review cycle of improvement which outlines the processes and

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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 F Y[]cb"

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.

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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

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:

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

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

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.

