St Peter’s Woodlands
SCHOOL
PERFORMANCE
2014
INTRODUCTION – A MATTER OF COMPLIANCE

PRINCIPAL’S REPORT

As part of St Peter’s Woodlands Grammar School’s funding agreement with the Commonwealth Government under the School Assistance Act 2008, we are required to ensure that certain “School Performance Information” is made available to the school community. What follows is an explicit response to the Commonwealth Government’s requirements under the headings required by them. The information relates to the 2014 school year. Matters relating to the 2015 school year will be reported upon, by mid-2016.

The performance measures which we are required to publicly report on our school website are listed below:

1. Contextual information about SPW, including the characteristics of the student body.
2. Teacher standards and qualifications (as mandated in the relevant jurisdiction).
3. Workforce composition, including Indigenous composition.
4. Student attendance at school.
5. Student outcomes in standardised national literacy and numeracy testing (NAPLAN).
6. Parent, student and teacher satisfaction with the school.
7. School income.

Our theme for the year was:

“Courage to be Great”

- Looking at things from others’ point of view – standing in their shoes
- Listening more, talking less
- Not being a bystander

and this helped our school community remember our core values.

SPW continues to be extremely grateful to the Federal Government for continuing its National School Chaplaincy Program. Through this support we are able, in turn, to maintain the services of our Chaplain, Father Andrew Mintern. Our school community (parents/caregivers, staff, students and wider family) are thankful for the excellent enrichment program he is able to provide.

Our commitment to providing ‘excellence in Early Learning and Primary education’ includes our charter to create and maintain high quality, functional facilities for our staff and students. The School provides a strong foundation for life-long learning for children at the most important stage of their development, and we are dedicated to maintain the high standards that have been set. The support of our school community to help us meet this challenge is invaluable.

Early Learning to Year 7 enrolment numbers continued to grow across the school. There are 88 children who commence their schooling in Reception each year, with 77% of these children continuing through from The Pines program. The ease in which these children commence their formal schooling is a tribute to our transition processes and testimony to the work undertaken in The Pines.

School Council (Chaired by Mrs Cathy Mayfield) and the Executive Leadership Team (consisting of the Principal, Deputy Principal, Business Manager, HR Manager and two Heads of School) joined our relevant stakeholders in formulating a new Strategic Plan (2015-2019). This exercise was facilitated by Dr Liz Pattison. We have an excellent basis and solid platform upon which to now build a school of excellence for the future.

2014 was also a memorable time with the launch of the specialist Year 6-7 Centre that will provide the very best in learning outcomes for emerging adolescents, thus ensuring our students are prepared for the rigours of Year 8. We are looking forward to introducing these students in 2015 to a fantastic program, underpinned by the Australian Curriculum, which will include Design and Tech, Multi-Media, Dance, Science, Digital Technologies, History, Geography, Civics and Citizenship, Business and Economics.

Fundraising and friendraising continue to be the primary focus areas of our Parents and Friends Association (PFA). This active, supportive group are a vital part of our school community. We are extremely grateful for their amazing financial assistance contributing towards various school projects.

SPW is a place where families and individuals are valued and supported. Thank you to all staff for your professionalism, commitment, caring and hard work throughout the year. We also recognise the invaluable assistance of all who volunteer in any capacity at the school – bless you all.

Christopher Prance
Principal
REPORTING ON THE PERFORMANCE MEASURES

CONTEXTUAL INFORMATION ABOUT THE SCHOOL, INCLUDING CHARACTERISTICS OF THE STUDENT BODY

St Peter’s Woodlands – Mission
- To be a dynamic, independent, Early Learning to Year 7 Primary School.

St Peter’s Woodlands – Vision
- To advocate for children.
- To be inclusive.
- To foster collaborative partnerships between parents, caregivers, children, staff, volunteers and Old Scholars.
- To be safe and caring.
- To be vibrant, entrepreneurial and innovative.
- To support our dedicated staff and volunteers.
- To acknowledge the global context of which we are a part.

St Peter’s Woodlands – Values
- We respect and are strengthened by our history and diversity.
- We appreciate the opportunities generated by change.
- We promote tolerance, respectful behaviour and compassion.
- We demonstrate love, hope and faith, and seek to know God in our lives.
- We celebrate our successes and learn from our mistakes.
- We appreciate the contributions of staff, parents, caregivers, children and volunteers.
- We work together to achieve quality outcomes for children.
- We encourage the highest ethical and professional standards.
- We communicate effectively.

St Peter’s Woodlands – Underlying Principles
- We focus on our core purpose, quality teaching and learning.
- We develop each child’s intellectual, physical, spiritual and social potential.
- We focus on each child’s learning strengths and learning styles.
- We provide an integrated, rigorous curriculum that is broad, liberal, and diverse, with a solid foundation in Literacy, Numeracy and Critical Thinking Skills.
- We support environmentally friendly practices.
- We expect all children to participate in worship and religious instruction in accordance with the Rites, Ceremonies and Teachings of the Anglican Church of Australia.
- We embrace social justice and are inclusive of all people, regardless of religious faith, culture, gender or disability.
- We demonstrate a commitment to sustained school improvement.
- We model continuous learning.
- We believe in practices that reflect trust, openness, fairness and equity.
- We are committed to collaborative practices.

School Type
The following is information provided on the ACARA website for SPW R-7:

School Sector: Non-Government
School Type: Primary
Year Range: ELC to Year 7

SPW is an accredited school for the International Baccalaureate Organisation Primary Years Program, and provides an affordable and holistic education that integrates sound Christian values with a belief in the uniqueness of each child, and a balanced program of activities designed to give children the best possible foundations. The school prides itself on being a joyous and enlightened community, and is built around the values and traditions of the Anglican Church. SPW provides specialist subjects including The Arts, ICT, Library, Sport and LOTE (German/Japanese), with many extra-curricular activities offered at each year level during the year.
Enrolments – Numbers and Sex

<table>
<thead>
<tr>
<th>Total Enrolments R-7: (FTE)</th>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reception to Year 7</td>
<td>314</td>
<td>335</td>
</tr>
</tbody>
</table>

Early Learning:

<table>
<thead>
<tr>
<th>Playgroup</th>
<th>34</th>
</tr>
</thead>
<tbody>
<tr>
<td>Toddlers</td>
<td>57</td>
</tr>
<tr>
<td>Preschool</td>
<td>66</td>
</tr>
<tr>
<td>Preparatory</td>
<td>19</td>
</tr>
<tr>
<td>Total</td>
<td>176</td>
</tr>
</tbody>
</table>

School Location

Address: 39 Partridge Street, Glenelg, South Australia
Telephone: 08 8295 4317

SPW is situated in the seaside suburb of Glenelg, 20 minutes from the heart of the City of Adelaide. It is close to transport and a bustling shopping, business and tourist precinct, and is within an easy walk to the beach.

Characteristics of the Student Body

As SPW is a stand-alone day school, the majority of children live in close proximity to the school and are brought to school or dropped off by their families or caregivers.

As SPW has an inclusive enrolment policy, children come from a range of backgrounds. A growing number of children will transition from The Pines Early Learning and Care Centre to Reception. On completion of their Primary education, SPW students move in largest numbers to local independent and government schools, with smaller numbers travelling outside of the local Council area for Secondary school.

Students with learning difficulties ................................................................. 133
Number of Indigenous Australian students ......................................................... 05
Number of Students meeting Language Background other than English criteria
Minimal .................................................................................................................. 0
Limited .................................................................................................................. 0
Moderate ................................................................................................................. 0
Competent ............................................................................................................. 0

At SPW we recognise the importance of providing a range of extra and co-curricular activities for all children R-7. Extra-curricular activities are participated in by choice. “Children learning to manage their time and find a balance between work and leisure is a critical lifelong skill to (a) provide a strong foundation for lifelong learning, and (b) help children manage their time.” (SPW School Mission Statement)


Students continue to have amazing choices in their co- and extra-curricular activities, and some of these include Debating, Oliphant Science, Primary Maths, and Tournament of Minds. Over 250 children take part in the Music program, including lessons in instrumental music and also Instrumental Music Concert performances. There is a continuing explosion in the Arts, with children participating in outstanding musical and dramatic performances which included the JP ‘Aladdin Trouble’, the Wakakiri performance ‘At the Going Down of the Sun’, Cirque du SPW, and a variety of other musical events.

‘Servant leadership’ and ‘Service of others’ continues to be the focus areas of student leadership at SPW. School Captains, House Captains, and the Student Representative Council (SRC) have continued to lead students throughout the school in their focus on Service. Recipients of our support have included the Little Heroes Foundation and Anglicare. The annual Canberra trip was another highlight for the Year 7 children; in future years they will no doubt look back and cherish the memories of their final year of Primary schooling at SPW. Upper Primary students participated in a Leadership and Mentoring program. Year 7 students were also given the opportunity to be trained as Servers at Communion which was held on alternate weeks during the Chapel Services. Taking on leadership roles prepares students for transition into Secondary schooling. It is noteworthy that 11% of our Year 7 students were awarded scholarships to their school of choice for Year 8.
Children participated in year level and sub-school assemblies, and enjoyed showcasing their talents at special events which included Grandparents and Special Friends Days, Instrumental Evenings, Musical Soirees, Concerts, and Chapel Services.

TEACHER STANDARDS & QUALIFICATIONS

All teachers are registered with the South Australian Teachers Registration Board, wherein part of that registration process is that they undertake training in first aid, mandatory notification and hold a current National Police Certificate. At SPW, in addition, all staff participate in a three year cyclical program of in-house training in mandatory notification, first aid, and fire safety.

Below is a table of teaching staff qualifications. A number of teachers have multiple qualifications, hence the percentage is over 100.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>Percentage of Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masters</td>
<td>7.5 %</td>
</tr>
<tr>
<td>Post Graduate Diploma</td>
<td>9.4 %</td>
</tr>
<tr>
<td>Bachelor of Education</td>
<td>75.5 %</td>
</tr>
<tr>
<td>Diploma of Teaching</td>
<td>32 %</td>
</tr>
<tr>
<td>Teaching Certificate</td>
<td>3.8 %</td>
</tr>
<tr>
<td>Bachelor (Specialised)</td>
<td>20.7 %</td>
</tr>
<tr>
<td>Advanced Certificates</td>
<td>3.8 %</td>
</tr>
<tr>
<td>Other Qualifications including Certificate &amp; Diploma</td>
<td>3.8 %</td>
</tr>
</tbody>
</table>

WORKFORCE COMPOSITION, INCLUDING INDIGENOUS COMPOSITION

In 2014, as at Term 4, there was a total of 55 teachers comprising of 45 permanent staff and 10 temporary replacements. There were 29 home group teachers. 8 permanent staff members took various periods of Long Service Leave, and 4 permanent staff were on either maternity or parenting leave during the year.

The leadership structure of the school includes the Principal, Deputy Principal and 2 Heads of School (each with delegated responsibility for their particular sub-school, ELC to Year 2, Years 3 to 7), Curriculum Coordinators who are responsible for assisting teachers with all aspects of their teaching and learning programs, and Key Teachers per year level. There are Specialist Coordinators in The Arts, Physical Education, Information Communication Technology, Library/Resource Based Learning, and Learning Support.

SPW offers the following teacher specialisations:

- ICT
- Librarian/RBL Teacher
- LOTE Teachers in German (Reception to Year 3) and Japanese (Years 4 to 7)
- Physical Education
- Special Education – Learning Support
- The Arts, including
  - Music
  - Visual Art

In the latter part of 2014 we extended our one-stop-shop where we ‘contracted’ our third parties to assist within specialist areas – Education Psychologists, Speech and Counselling.

We have a School Chaplain employed part-time thanks to the National Schools Chaplaincy Program.

There are currently no Indigenous staff members.
STUDENT ATTENDANCE AT SCHOOL

(1) The rates of attendance for the whole school and for each year level

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Attendance Percentages 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reception</td>
<td>94%</td>
</tr>
<tr>
<td>Year 1</td>
<td>95%</td>
</tr>
<tr>
<td>Year 2</td>
<td>94%</td>
</tr>
<tr>
<td>Year 3</td>
<td>94%</td>
</tr>
<tr>
<td>Year 4</td>
<td>95%</td>
</tr>
<tr>
<td>Year 5</td>
<td>94%</td>
</tr>
<tr>
<td>Year 6</td>
<td>94%</td>
</tr>
<tr>
<td>Year 7</td>
<td>92%</td>
</tr>
<tr>
<td>Average</td>
<td>94%</td>
</tr>
</tbody>
</table>

(2) A description of how non-attendance is managed by the school

A roll call is completed electronically (on the school’s database, Maze) in Home Groups by Home Group teachers prior to 9.45am each school day. Following completion of the roll calls, including mornings when there is Assembly or Chapel, the parents/ caregivers of students who are recorded with an unexplained absence are sent an SMS text message by 10.30am seeking clarification of the reason for the absence. Children who arrive after the roll has been taken, report directly to the Front Office where they sign in and register as being late. SPW has a direct phone line and email address for Absentees so parents can notify the school and leave a message which is checked first thing in the morning.

Families who organise holidays during term time write to the Principal and receive a formal letter of response, reinforcing the compulsory nature of this type of notification.

Student attendance is monitored by the Deputy Principal and Heads of School.

STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY & NUMERACY TESTING

NAPLAN (National Assessment Program Literacy and Numeracy) testing was undertaken in Term 2, with the following results. This is a compulsory nationwide program conducted on the same day across Australia. Children in Years 3, 5 and 7 were assessed in the areas of Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy. Student achievement is reported in relation to national minimum standards – either above, at or below the minimum standard. Individual NAPLAN reports were sent home to parents.

<table>
<thead>
<tr>
<th>Year 3</th>
<th>Reading</th>
<th>Persuasive Writing</th>
<th>Spelling</th>
<th>Grammar &amp; Punctuation</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>99</td>
<td>99</td>
<td>100</td>
<td>99</td>
<td>100</td>
</tr>
<tr>
<td>Year 5</td>
<td>98</td>
<td>196</td>
<td>100</td>
<td>99</td>
<td>100</td>
</tr>
<tr>
<td>Year 7</td>
<td>100</td>
<td>99</td>
<td>97</td>
<td>93</td>
<td>100</td>
</tr>
</tbody>
</table>

The chart below displays NAPLAN mean scores for each domain in 2014, details of which are taken from the ACARA website.

<table>
<thead>
<tr>
<th>Year 3</th>
<th>Reading</th>
<th>Persuasive Writing</th>
<th>Spelling</th>
<th>Grammar &amp; Punctuation</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>472.9</td>
<td>418.4</td>
<td>450.2</td>
<td>473.4</td>
<td>442.8</td>
</tr>
<tr>
<td>Year 5</td>
<td>522.0</td>
<td>482.0</td>
<td>507.3</td>
<td>518.1</td>
<td>502.6</td>
</tr>
<tr>
<td>Year 7</td>
<td>586.7</td>
<td>549.6</td>
<td>559.0</td>
<td>573.9</td>
<td>591.3</td>
</tr>
</tbody>
</table>

In calculating the class percentage, students who have been exempt from the NAPLAN assessments are included. These students are deemed by the Australian Government to have not achieved the national minimum standard. Students who are absent for the NAPLAN assessment or withdrawn by their parents are not included in the class percentage.

The following table provides information of students who were present, absent, exempt and withdrawn.
Additional Support to Children (Learning Support)

The current SPW methodology is centred on the requirements of class teachers to differentiate the curriculum for individual children. Classroom teachers are the key drivers of successful learning outcomes for children, and at SPW they have the support of a range of resource people which consists of our Learning Support team, including the Heads of School, Special Education teachers, Education Support Officers, and of course our volunteers. These resource people provide assistance to class teachers who are empowered to cater for the individual needs of the children. There are times when an individual child or a small group of children may be withdrawn from class because a specific program is best delivered outside of regular classrooms. These are finite programs that support children in a specific area; hence the children in the groups will vary depending on the needs of the child/ren.

PARENT, STUDENT AND TEACHER SATISFACTION WITH THE SCHOOL

Throughout the Strategic Planning process, all stakeholders of the school were invited to attend in the very comprehensive consultation process. Parents are given the opportunity to provide direct feedback to the Principal at any time, with the email address listed on the front page of our weekly newsletter. Ad hoc meetings are held to address and discuss targeted issues, inviting constructive parent responses and to maintain an open dialogue with the school. Appointments can also be made with the Principal and members of the Executive Leadership Team should clarification be needed on specific matters. Students, parents, and staff have a grievance policy, available online. Children, via their Class Representatives, can identify any suggestions or concerns and take these to the Student Representative Council (SRC). This group meet regularly during the term, under the guidance of the Deputy Principal. As part of the Teaching Staff Administration meeting, held twice a term, staff participate in a PMI (Plus, Minus, Interesting) session, led by the Principal, when they are encouraged to put forward areas of success or further growth, and work together to develop solutions to any problems. Parents and staff are welcome to raise concerns with the Executive Leadership Team and time is made available to hear and provide feedback, with open dialogue encouraged.

SCHOOL INCOME/EXPENDITURE 2014

The information below formed part of the audited financial report of St Peter’s Woodlands Grammar School Incorporated for the year ended 31 December 2014, by Auditors, William Buck. The financial report was prepared for fulfilling the requirements of the Associations Incorporations Act (SA) and the School’s Constitution.