

St Peter's Woodlands **2016 SCHOOL** PERFORMANCE

St Peter's Woodlands Grammar School Inc.
A Co-educational Anglican Primary School
ABN 93 863 669 897



SPW
EARLY LEARNING AND
PRIMARY EDUCATION



CONTENTS

| | |
|--|---|
| INTRODUCTION – A MATTER OF COMPLIANCE | 3 |
| PRINCIPAL'S REPORT | 3 |
| REPORTING ON THE PERFORMANCE MEASURES | 4 |
| CONTEXTUAL INFORMATION ABOUT THE SCHOOL, INCLUDING CHARACTERISTICS OF THE STUDENT BODY | 4 |
| St Peter's Woodlands – Mission | 4 |
| St Peter's Woodlands – Vision | 4 |
| St Peter's Woodlands – Values | 4 |
| St Peter's Woodlands – Underlying Principles | 4 |
| School Type | 4 |
| Enrolments – Numbers and Sex | 5 |
| School Location | 5 |
| Characteristics of the Student Body | 5 |
| TEACHER STANDARDS & QUALIFICATIONS | 6 |
| WORKFORCE COMPOSITION, INCLUDING ABORIGINAL AND TORRES STRAIT ISLANDER COMPOSITION | 6 |
| STUDENT ATTENDANCE AT SCHOOL | 7 |
| (1) The rates of attendance for each year level of schooling | 7 |
| (2) A description of how non-attendance is managed by the school | 7 |
| STUDENT results IN nap annual assessments | 7 |
| Additional Support to Children (Learning Support) | 8 |
| PARENT, STUDENT AND TEACHER SATISFACTION WITH THE SCHOOL | 8 |
| SCHOOL INCOME broken down by funding source | 9 |

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 *Australian Education Regulation 2013*, we are required to ensure that specific 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 2016 school year. Matters relating to the 2017 school year will be reported upon, by mid-2018.

The performance measures which we are required to publicly report on our school website are listed in the document below.

The Government's National Chaplaincy Program supports SPW with funding to maintain the services of our Chaplain. Our entire school community is grateful for the programs this supports at our school.

An implementation plan which outlines the metrics and milestones articulated in SPW's Strategic Plan 2015-2019 has been developed. SPW is committed to the active sharing of its vision and goals to ensure school community engagement in its Strategic Plan.

As an Anglican school community, we uphold our Christian faith and are guided by the following values (Strategic Plan 2015-2019) in all we do:

Wonder: *Approaching each day with curiosity and appreciation; sharing fun and happiness; and expressing gratitude*

Courage: *Always doing our best; being honest, strong and resilient; and standing up for what is right*

Respect: *Being true to yourself; appreciating other people and cultures; and caring for the environment*

Service: *Helping others; contributing to the community; and being a good citizen.*

2016 saw the opening of a newly revamped Early Learning Centre, with programs now catering for 2 year olds, 3 year olds and 4 year olds, leading into the Foundation year. An additional 11 new staff were employed and this, coupled with the 12 current staff, has shaped a fantastic team of teachers and co-educators providing a engaging environment for pre-school aged children, all built around a sound pedagogical rationale.

Enrolment numbers continue to grow from Early Learning to Year 7, with 88 Reception children commencing their schooling (58% from the Early Learning Centre).

To summarise our curriculum offering it is important to identify the different developmental stages that we are accommodating at SPW.

- Early Learning covers our program from 2 year olds through to the end of their first formal year of schooling (Foundation). The curriculum offered in the Early Learning Centre is based on the Australian Early Years Learning Framework (EYLF), with the Primary Years Program (PYP) used as the tool to deliver our inquiry based approach.
- The Primary years are from Year 1 through to Year 5. These students all undertake the Primary Years Program of the International Baccalaureate, and the Units of Inquiry that are developed by teachers are benchmarked against the outcomes of the Australian Curriculum.
- Years 6 and 7 cater for our emerging adolescents or Middle School aged students. These students use the Australian Curriculum.

SPW has a commitment to the early years and values Primary education as a foundation for life.

Active support of the school was provided by the Parents and Friends Association through their fundraising and friendraising. Their Executive and PFA Class Representatives were busy throughout the year, with some of their events including their major fundraiser, the biennial Walkathon, which was another outstanding success, raising approximately \$11,000. Many amazing events took place during 2016, including the introduction of four joint School Council/PFA parent evenings. To the PFA, thank you for your assistance during 2016.

The SPW Foundation, through its Annual Appeal, provided much needed funds towards the establishment of the Early Learning Centre. Thank you to all who work in this area, and also to those who support the Foundation.

Our school community is forever grateful to our volunteers who assist so willingly in a myriad of ways throughout the school. Please accept my sincere thanks for all you do.

To all the staff for their caring commitment to SPW, thank you. SPW continues striving to be a place where individuals and families are valued and supported.



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, Design & Technology, Humanities & Social Sciences, and LOTE (German/Japanese), with many extra-

curricular activities offered at each year level during the year. SPW also has a fully accredited Before, After and Vacation Care Program run by Camp Australia.

Enrolments – Numbers and Sex

Total Enrolments: (Details from My School Website)

| | | | | |
|------------|-----|----------------------|-------|-----|
| F-7: (FTE) | 630 | Foundation to Year 7 | Girls | 331 |
| | | | Boys | 299 |

Early Learning: (Details as at 1/12/2016)

| | |
|------------------------|----|
| 2 Year Old Program x1 | 22 |
| 3 Year Old Program x 2 | 57 |
| 4 Year Old Program x 3 | 74 |

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.

SPW has an inclusive enrolment policy and students come from a diverse range of backgrounds. A growing number of children transition from The Early Learning Centre to Foundation. 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.

The school educates students from a wide range of backgrounds, nationalities and cultures, including Indigenous students, students with disabilities and a number of students from language backgrounds other than English.

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.

Extra-Curricular activities included Australian Rules Football, Auskick, Basketball, Dance, Gymnastics, In2Cricket, Kanga Cricket, Kelly Sports, Mini-Netball, Netball, Mini-Roo (soccer), Soccer, Tennis, Judo and Volleyball. Co-curricular Music activities included Show Choir, Junior Glee, Chapel Choir and Band, SPW Band, Junior Musical, and Flute, Percussion, Classical Guitar, String, Clarinet and Saxophone Ensembles. Instrumental Music tuition is available for piano, voice, guitar, bass guitar, classical guitar, percussion, violin, flute, clarinet, saxophone, trumpet, trombone and French horn.

Students continue to have amazing choices in their co- and extra-curricular activities, and 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. The Arts continues to flourish; up to 140 Junior Primary children participating in outstanding musical and drama performances which included the Junior Musical "Cinderella & Rockerfella", "The Big Concert – the Sound of Music", held for the first time in the Norwood Concert Hall, and a variety of other musical events. 11 students from Seibo School in Japan participated in a home stay visit for a week of learning at SPW and cultural opportunities. The host class was Year 6MR which meant that the Japanese students spent the majority of their time with this class when at school. In addition, they visited the Central Markets and Cleland National Park. The tears upon departure were testimony to the success of the week.

Dr Yong Zhao, worldwide educationalist, worked with students; The Yong Zhao projects involving children in Year 3 and Year 6-7s are continuing under the guidance of the Head of Future Schooling. The Year 3s looked at the development of an app that identified different sporting games around the world, whilst the Year 6 and 7s worked on projects that help shape the school day and overcome the crowded curriculum.

The SRC supported a new charity "Backpack 4 SA Kids" which is a charity that focuses on homeless young people. It was a monumental success, providing a large amount of goodies for children in Adelaide who don't have a regular home to go to.

Year 5 students held the annual Primary Years Program Exhibition. This exhibition highlighted the learning of children in their most recent Unit of Inquiry and it was an opportunity for children to explain their learning to inquiring adults. The event included a launch and also a video outlining the process children had been through. Again we had many volunteer staff mentors, and the overarching feedback was extremely positive and affirming.

Student leadership continues to focus on 'Servant leadership' and 'Service of others'. School Captains, House Captains, and the Student Representative Council (SRC) have continued to lead students throughout the school in their focus on Service. The annual Canberra trip (the last time Year 7s will be undertaking this) 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. The Year 6s undertook the same venture for the first time as this Canberra trip now fits alongside the Year 6 learning outcomes. Year 7 students also participated in City Week, with Year 6 students learning about our local history during their Bay experience. 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 worthy of note that the 55 students graduated to 13 different high schools, with 31.37% of these students winning scholarships or meeting special entrance criteria to gain entry into their selective Secondary school.

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 Responding to Abuse and Neglect (RAN) 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 first aid and fire safety, and online training in RAN. All our dedicated teachers undertake their individual professional learning plan activities as per the AITSL teaching standards, and this in turn assists them to be lifelong learners who utilise this knowledge to positively improve their impact on student learning.

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

| Qualifications | Percentage of Staff |
|--|---------------------|
| Masters | 6.5% |
| Post Graduate Diploma | 8.5% |
| Bachelor of Education | 70.5% |
| Bachelor of Teaching | 12% |
| Diploma of Teaching | 22% |
| Teaching Certificate | 2% |
| Bachelor (Specialised) | 27.5% |
| Advanced Certificates | 0% |
| Other Qualifications including Certificate & Diploma | 8.5% |

WORKFORCE COMPOSITION, INCLUDING ABORIGINAL AND TORRES STRAIT ISLANDER COMPOSITION

SCHOOL STAFF IN 2016

| | |
|-----------------------------------|----|
| Teachers ELC-Foundation..... | 9 |
| Teachers Years 1-7 | 49 |
| Non-Teaching Staff (School) | 28 |
| Non-Teaching Staff (ELC) | 14 |

In 2016, as at Term 4, there was a total of 58 teachers comprising of 42 permanent staff and 16 contract teachers. There were 27 home group teachers. Several permanent staff members took various periods of Long Service Leave, and 3 permanent staff were on either maternity or parenting leave during the year.

The leadership structure of the school includes the Principal, and 3 Heads of School, each with delegated responsibility for their particular sub-school; ELC to Foundation, Years 1 to 5 and PYP Coordinator, and Years 6

& 7 and Deputy Principal. Curriculum Coordinators are responsible for assisting teachers with all aspects of their teaching and learning programs, and there are Key Teachers at each year level. There are Specialist Coordinators in The Arts, Physical Education, Information Communication Technology, Library, Future Schooling and Learning Support.

SPW offers the following teacher specialisations:

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

SPW has a one-stop-shop where SPW 'contracted' third parties to assist with educational services, and this includes Education Psychologists, Speech Pathologists, Occupational Therapists, and Counselling.

The School Chaplain is employed part-time at SPW thanks to the National Schools Chaplaincy Program.

There are currently no Indigenous staff members.

STUDENT ATTENDANCE AT SCHOOL

(1) The rates of attendance for each year level of schooling

| Year Level | Attendance Percentages 2016 |
|-------------------|------------------------------------|
| Foundation | 94.41% |
| Year 1 | 94.20% |
| Year 2 | 92.79% |
| Year 3 | 93.24% |
| Year 4 | 93.29% |
| Year 5 | 93.18% |
| Year 6 | 93.90% |
| Year 7 | 94.28% |
| Average | 93.66% |

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

A roll call is completed electronically through CES (Civica Education Suite) in Home Groups by Home Group teachers prior to 9.00am 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 each morning. Children's non-attendance can also be communicated via the Absentee section on the school's Skoolbag app.

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 Heads of School.

STUDENT RESULTS IN NAP ANNUAL ASSESSMENTS

NAPLAN (National Assessment Program Literacy and Numeracy) testing was undertaken in Term 2. 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.

| | Reading | Writing | Spelling | Grammar & Punctuation | Numeracy |
|---------------|---------|---------|----------|-----------------------|----------|
| Year 3 | 470.2 | 457.3 | 446.8 | 467.6 | 413.3 |
| Year 5 | 544.4 | 498.1 | 521.1 | 540.1 | 522.4 |
| Year 7 | 566.8 | 545.0 | 542.9 | 573.9 | 580.7 |

The chart below displays NAPLAN mean scores for each domain in 2016, details of which are taken from the ACARA website.

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 participated, were absent, exempt and withdrawn.

| | Reading | Writing | Spelling | Grammar & Punctuation | Numeracy Calc (not calc) |
|-----------------|---------|---------|----------|-----------------------|--------------------------|
| Year 3 | | | | | |
| Exempt | 0 | 0 | 0 | 0 | 0 |
| Participation % | 99 | 99 | 98 | 98 | 98 |
| Absent | 1 | 1 | 2 | 2 | 2 |
| Withdrawn | 0 | 0 | 0 | 0 | 0 |
| Year 5 | | | | | |
| Exempt | 0 | 0 | 0 | 0 | 0 |
| Participation % | 99 | 99 | 99 | 99 | 99 |
| Absent | 1 | 1 | 1 | 1 | 1 |
| Withdrawn | 0 | 0 | 0 | 0 | 0 |
| Year 7 | | | | | |
| Exempt | 0 | 0 | 0 | 0 | 0 |
| Participation % | 96 | 96 | 96 | 96 | 96 |
| Absent | 1 | 1 | 1 | 1 | 1 |
| Withdrawn | 1 | 1 | 1 | 1 | 1 |

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 includes our Learning Support team, Heads of School, 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. We also offer third party support by way of Occupational Therapy, Speech Therapy, Counselling, and Psychologist assistance.

PARENT, STUDENT AND TEACHER SATISFACTION WITH THE SCHOOL

Parents are invited to provide feedback directly to the Principal at any time either by meeting in person or via email (address on front page of the weekly newsletter). Appointments can also be made with the Executive Leadership Team if clarification is needed on specific matters. SPW have separate Parent, Staff and Student Grievance Policies which are available online, and the school community is encouraged to follow these. At all times the school strives to maintain open dialogue with its community. Coffee van mornings were trialled during the year to encourage parents to gather for some networking opportunities each week with a member of the Executive Leadership Team joining parents in an informal setting for an open forum.

Students are given the opportunity to identify any suggestions or concerns through the Student Representative Council, and this group meets regularly under the guidance of the Head of Primary.

Staff participate in a PMI (Plus, Minus, Interesting) session at Teacher Administration meeting, when they are encouraged to put forward areas of success or further growth, and work together to develop solutions to any problems. Staff satisfaction is determined through the Consultative Committee, appraisal process, and informal conversations.

The Chair of School Council, together with the Principal, invited the SPW school community to join them, along with members of School Council and the Executive Leadership Team, to parent forums during the year, where the school community could raise points of interest or concern relating to the education offering at SPW. It is believed that communities are strengthened by effective and open communication.

To be noted was the sad passing during the year of Mrs Karen Whelan, a much loved staff member. The whole school community was assisted through this period of grief by our Chaplain and Executive Leadership Team, culminating in a 'celebration of her life' Service, with a memorial plaque being installed in the school garden.

Early in the year the Development Office undertook a whole school community survey and held parent, staff and student forums. This information assisted in the development of the Communication Strategy 2016-2018. Some feedback included:

From Parents and Students

- Caring community
- Commitment to the early years – SPW values primary education as a foundation for life Courage, Wonder, Respect, Service (+ Diversity)
- Intangibles – kindness, confident, care
- Customising/maximising each individual's skills
- Aesthetics – grounds and buildings
- Caring, supportive community
- Passionate Principal
- Excellent Teachers – longevity
- Christian values/virtues – respect
- Mentoring/buddy system
- Opportunities – Extra-curricular/sport/IB

From Staff

- The Feel – “we often forget how good it is”
- Values come first at SPW
- Community
- Nurturing relationships
- Principal – strategic leadership
- Fortunate, thankful children
- Delivering on its promises – ELC, Year 6/7 Centre

SCHOOL INCOME BROKEN DOWN BY FUNDING SOURCE

The information below formed part of the audited financial report of St Peter's Woodlands Grammar School Incorporated for the year ended 31 December 2016, by Auditors, William Buck. The financial report was prepared for fulfilling the requirements of the Associations Incorporations Act (SA) and the School's Constitution.

