

St Peter's Woodlands

2017 SCHOOL PERFORMANCE

Wonder

Courage

Respect

Service

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



SPW
EARLY LEARNING AND
PRIMARY EDUCATION



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INTRODUCTION – A MATTER OF COMPLIANCE

PRINCIPAL'S REPORT

As part of St Peter's Woodlands Grammar School's funding agreement with the Commonwealth Government, we are required to ensure 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 2017 school year. The performance measures which we are required to publicly report on our school website are listed in the document below.

Our school community is grateful for the assistance from the Government's National Chaplaincy Program which supports SPW with funding to maintain the services of our Chaplain.

SPW continues to implement its Strategic Plan (2015-2019) and is committed to the active sharing of its vision, objectives and goals to ensure school community engagement in this. We are very committed to building effective partnerships between parents, teachers and children, and developing open, trustworthy, honest and supportive partnerships throughout the year.

2017 saw a growth year with enrolments from Early Learning through to Year 7.

Our ELC curriculum is based on the Australian Early Years Learning Framework (EYLF), with the Primary Years Program (PYP) used as a tool to deliver our inquiry based approach. From Reception through to Year 5 students undertake the Primary Years Program of the International Baccalaureate, units of inquiry developed by teachers are mapped against the Australian Curriculum. The Year 6-7 Centre caters for our emerging adolescents (or Middle School aged children), who undertake the Australian Curriculum.

Of significance, SPW returned to running its own Out of School Hours (Before and After school) / Vacation Care programs from the second semester, run by Coordinator and Assistant Coordinator, under the line management of the Head of Future Schooling. Numbers of students using this facility have continued to rise throughout the year.

In relation to parent communication, the school has moved to a more digital and less paper-based communication with families, through the Skoolbag app. This has assisted in engaging with parents through this simple and central communication platform.

We believe Wellness must include all stakeholders, hence there are many faceted strategies that need to be considered. Whilst we are keen to develop a whole school Wellness scope and sequence taught at each year level, we also believe common understandings and language need to be developed and used by all staff. This in turn would help build our SPW culture. Conversations will continue until we have an agreed whole school approach.

Partnerships have continued with our local Parish, and a joint working party has now been formed.

The Parents and Friends Association (PFA) continued to support the school with fundraising and friendraising. We are once again grateful to their Executive, class representatives and volunteers for the many hours of assistance given so willingly throughout the year. Events included after school barbecues, Mother's/Father's Day celebrations, Early Learning Picnic, guest speaker program, raffles, Walkathon, Christmas lunch/brunch and the Winter Red event. \$15,000, part of monies raised during 2017, was donated to the future Nature Play space project,

The SPW Foundation Incorporated, through its Annual Appeal, agreed to contribute up to \$130,000 towards Phase 1 of the Nature Play space project in 2018. We recognise the valuable contributions of all parents towards supporting the life of the school community. The Foundation Annual Appeal is one of many opportunities for parents to support the development of SPW, ensuring we deliver exceptional learning environments for our children.

Those who volunteer at SPW would have noted our processes have been updated. All who volunteer now require a more comprehensive DCSI screening check plus an online Responding to Abuse and Neglect course prior to working onsite. My sincere thanks to all the volunteers who contribute in so many ways at SPW.

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



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:	R-7

SPW is an accredited school for the International Baccalaureate Organisation Primary Years Program, and provides a 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 (Visual Art/Music) Library, Sport, Design & Technology, Science, Media Art, 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.

Enrolments – Numbers and Sex

Total Enrolments: (as at 1/12/17)

F-7: (FTE)	653	Foundation to Year 7	Girls	358
			Boys	295

Early Learning: (Details as at 1/12/2017)

2 Year Old Program x 1	23
3 Year Old Program x 2	56
4 Year Old Program x 3	76

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 F-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, Net-Set-Go, Netball, Mini-Roos (soccer), Soccer, Tennis, Judo and Volleyball. SPW very successfully introduced new House Sports tops and these were worn with pride on sports days throughout the year. Many students were selected in SAPSASA District and State teams, and these included cross country, athletics, tennis, netball, soccer, football, cricket, hockey, rugby, sailing, cycling, and trampolining. The Schools of Excellence continue to thrive, with teams selected in netball and soccer. Of special interest each year is the whole school relay – always a wonderful community event.

Extra- and co-curricular activities included Debating, Oliphant Science, PMA Maths Challenge, and Tournament of Minds.

The Show Choirs, Junior Glee, Chapel Choir and Band, SPW Band, Flute, Percussion, Classical Guitar, String, Clarinet and Saxophone Ensembles are all activities included in co-curricular music. Instrumental music tuition was available for piano, voice, guitar, bass and classical guitar, percussion, violin, flute, clarinet, saxophone, trumpet, trombone and French horn. "The Lion King" was presented in Baddams Hall, with 6 performances and 2 casts (Savanna/Africa), and over 150 students from Year 4-7 participated. Artist in Residence, James Parker, worked with students in Years 4-7, making props, puppets, sets and head dresses with students for the Senior Musical. There was a strong sustainability focus, using as many recycled materials as possible. Instrumental Music performance evenings (1. percussion, violin, flute, brass, 2. piano, clarinet/ saxophone, piano, guitar, 3. classical guitar, bass guitar/guitar) were held throughout the year. A dot installation project was undertaken in the Early Learning Centre, with the children joining in very enthusiastically. Count Us In – the song "Shine Together, was written by 5 students from around Australia, and was performed nationwide in different places on the same day at the same time as one huge performance. Whilst this event was about participation in a national singing event to promote and celebrate music in schools, it was also an acknowledgement of the prominence of music in our curriculum, of which we are very proud of at SPW. The Big Concert was held in the Norwood Town Hall, with the theme being "The Magic of Disney" – a thoroughly entertaining night.

As a move towards fulfilling the current Future Schooling Implementation plan, the Library developed a 10 year planned upgrade to implement a flexible, innovative Library space to meet the needs of 21st Century Learners. The five stage plan includes learning pods and mobile shelving as well as multiuse collaborative and digital -friendly areas with the aim to encourage use of the Library as a hub of learning opportunities for individuals and classes.

A Library Maker Space was introduced through a regular lunchtime program providing experiences in STEAM concepts and reinforcing the General Capabilities of ACARA, utilising problem solving skills, group collaboration, digital technologies and open-ended projects to expand student's critical and creative thinking skills.

The project work commenced in 2016 with Dr Yong Zhao, global educationalist, continued with Year 4 and Year 6-7 students. A small group of Year 4 children are continuing to develop a Fitness Games Around the World App under the guidance of the Head of Future Schooling. The Year 6-7s pursued personalised learning, combining their personal interests, strengths and empathy triggers to identify and develop solutions or innovations to real world issues.

A Future Schooling Implementation Plan 2017-2020 was developed to provide direction for the school, which identified five Key Result Areas, to develop:

1. Personalised Learning
2. Innovative Education
3. Global Practices
4. 21st Century learning skills/attributes
5. Thinking globally and acting locally

As part of this plan, the management of the Out of School Hours Care service returned to the school mid-year.

Student leadership continued 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. Our SRC chose the Mary Potter Foundation as their major charity to support in 2017. A whole school event "Walk for Love" was held, with funds raised supporting the valuable work of the Mary Potter Foundation. Not only did children, staff and parents 'walk the walk' but they also 'talked the talk' with t-shirt sales. A number of quilts were made by parents/staff within our community for donation to the Mary Potter Foundation. Donations totalled an incredible \$7,142. This amazing amount of money directly benefited those receiving care in the Mary Potter Hospital. After the event, some t-shirts were donated/recycled to the Nazareth Catholic Community which undertakes outreach work with less privileged communities in Timor-Leste. During the year a cake sale and jumble sale were held with proceeds going to the Make-a-Wish Foundation.

Learning Support programs include lunchtime activities at the Hub which provide opportunities and experiences with which the students engaged beyond the core school activities and provided support to the students when necessary. These include the Games Club, Yoga, Lego Technics, Chess and Art.

Students have participated in a Peer Support program, where children in Foundation to Year 3 joined in 30 minute sessions each, with two-three Year 5 Peer leaders, working on a module called "Keeping Friends", helping explore the concept of friendship, building relationships and developing skills in empathy and critical thinking. Year level assemblies and Chapel Services were also supported by the children in drama and singing presentations.

Chapel Services saw the introduction of a Taizé Service (which involved sung prayers, meditation, a period of silence and liturgical readings – no preaching) and a Praise and Worship Service (with children throughout all year levels joining in with singing and actions). "Walking" was the theme of a staff led Service based on the bible verses "I am the light of the world. Whoever follows me will never walk in darkness, but will have the light of life" (John 8 Verse 12) and "For we walk by faith not by sight" (2 Corinthians 5 Verse 7). Blessing of the Pets saw many and varied pets and their owners participating in a Service on Braested Oval. Other events have included the St Margaret's Day celebrations, baptism, communion and confirmation Services, Saint Peter's Day Service, and a special visit from Rev'd William Deng who spoke to our Year 7 students as part of their transition process in readiness for their journey to secondary school, about meeting challenges and facing transitions in life. Rev'd William spent 4 years in Ethiopia and 10 years in Kakuma Refugee camp in Kenya. He was one of the 20,000 "Lost Boys of Sudan". Rev'd William's amazing story was about transitions in life and overcoming adversity. The school community supported Anglican Charities (ABM), with Lent box collection raising monies towards two projects (Nungalinya Theological College in Darwin to help fund a literacy teacher, and the Youth & Sunday School Empowerment Program in Kenya, Africa, which offers leadership training to youth leaders. Abseiling for AnglicareSA (Alastair Dow and Kerry Ramsay) raised \$1,730.50 for AnglicareSA's work with homeless and Aboriginal young people, raising \$1221.30.

Our Year 6-7 Centre continued to provide amazing interaction with new technologies including the Design and Technology and Multi-Media areas. Activities for the students have include attendance at a combined Anglican Schools Service at St Peter's Cathedral, the Canberra trip, camps – Woodhouse (Year 3), Douglas Scrub (Year 4), Blanchetown (Year 5), Quorn (Year 6), Hindmarsh Island (Year 7) – excursions/incursions, Debating, Junior Orator, Book Week – wonderful activities throughout the school. Year 5 students discovered the importance of collaboration and team work with their participation in the PYP Exhibition, and the Year 6s participated in the Master Chef challenge. A great success was the Year 7s City Week (learning about the city of Adelaide, touring the SAHMRI building, Adelaide Oval, listening to the history and future plans for Adelaide, plus a host of other experiences) and the Year 6s Bay Week (learning about our local area, working with

business owners, and considering environmental impacts). A group of Year 7 students were trained as Servers at Communion which is timetabled regularly during the scheduled Chapel Services. A Leadership and Mentoring program was provided for the Upper Primary children, which assisted them taking on leadership roles and prepared them for transition into Secondary education. Of note is that our 76 Year 7 students went on to 18 different Secondary schools, with one-third winning scholarships or meeting special entrance criteria to gain entry into their selected Secondary school.

Special events included Grandparents and Special Friends Days, the St Margaret's Day Chapel Service, and the week long home stay visit of 20 Japanese Primary students and 2 teachers from Kori Nevers School (Seibo) in Osaka Japan. Thank you to the school community for hosting.

The Parents and Friends Association (PFA) continued to provide amazing support to the school. A guest speaker program was introduced, with Madhavi Nawana Parker speaking on "Increasing wellbeing and resilience in young people", and Sonia Ryan from the Carly Ryan Foundation "Online Safety" giving a presentation covering social networking, cyber bullying, mobile phone apps, Carly's Law, and much more.

Rev'd Andrew Mintern, Parish Priest of St Peter's Glenelg, regularly visited the school, and wrote articles in the weekly newsletter, thus promoting the school's strong links with its local Parish. A great highlight of the calendar was the combined Christmas Carol Service; the SPW community and parishioners packed the Church to capacity, and our students presented a delightful and engaging nativity play.

TEACHER STANDARDS & QUALIFICATIONS

All teachers are registered with the South Australian Teachers Registration Board, wherein part of the registration process is mandated 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.

Qualifications	Staff #s
Masters	4
Post Graduate Diploma	4
Bachelor of Education	39
Bachelor of Teaching	7
Diploma of Teaching	12
Teaching Certificate	1
Bachelor (Specialised)	17
Other Qualifications including Certificate & Diploma	7

WORKFORCE COMPOSITION, INCLUDING ABORIGINAL AND TORRES STRAIT ISLANDER COMPOSITION

SCHOOL STAFF IN 2017

Teachers ELC-Year 2	19
Teachers Years 3-7	15
Specialist Teachers	13
Executive Leadership Team	6
Chaplain	1
Non-Teaching Staff (Admin, Resources, Classroom Support)	28
Non-Teaching Staff (ELC-Foundation)	11
OSHC Staff	2

In 2017, as at Term 4, there was a total of 52 teachers (44 permanent and 8 contracted). There were 27 home group teachers (F-7). 4 permanent staff were on either maternity or parenting leave during the year.

A new leadership structure was introduced at the beginning of Term 4 which includes the Principal; Deputy Principal who is also the Head of Primary (Years 3 to 7); the Head of Early Years (2 year olds to Year 2); the Head of Learning and Teaching (Early Learning to Year 7) who is also the PYP Coordinator; the Business Manager and HR Manager. There is a Head of The Arts, Head of Physical Education and Sport, Head of Future Schooling and Head of Learning Support; plus Year Level Leaders at each year level of the school.

SPW offers the following teacher specialisations:

- Information & Communication Technology
- Resource Centre (including the Library)
- LOTE Teachers in German (Foundation to Year 3) and Japanese (Years 4 to 7)
- Physical Education and Sport
- Learning Support
- The Arts, including
 - Music
 - Visual Art

SPW is a one-stop-shop where SPW 'contracts' 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 2017
Foundation	93.61%
Year 1	93.42%
Year 2	93.65%
Year 3	94.20%
Year 4	92.94%
Year 5	94.39%
Year 6	93.79%
Year 7	90.55%
Average	93.32%

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

SPW has Procedures for attendance (student roll and absentees) for administration staff and teachers. Processes to manage and record student attendance are in place to ensure legal obligations are followed and duty of care responsibilities are met.

At SPW, iWise is the software system where all student attendance is managed on a daily basis by teaching and administration staff. iWise also manages student academic reporting, which includes a reporting of absent, late, and part-absent days, as well as pastoral notes.

Class teachers mark the roll in iWise by 9.00am daily (by 9.30am on Thursdays due to Chapel) and submit the roll. Front Office staff collate submitted rolls, enter notes on absent or late students, and contact parents of children who are absent with no notification to school. Front Office staff produce a daily report of absent children and email this report to all teaching staff as soon as possible each day. Executive staff may be contacted if a child is absent and parents/caregivers cannot be contacted. OSHC staff check iWise in the early afternoon to check absentees against OSHC bookings for the afternoon. Front Office staff clear the Absentees phone line and Absentees emails/e-forms each day. These details are entered in iWise. Absences may be entered in advance by Front Office Staff, if advised by the parent, teacher or Principal.

Parents/Caregivers of students who are marked "Absent Unexplained" are sent an SMS advising of the absence and requesting the parent contacts the school. Once all classes have marked their rolls, and late students entered to iWise, the Front Office staff member uses iWise (Actions>Notify Parents) to view all Absent Unexplained and then send the SMS.

Students are to sign in by entering the student door at Front Office and completing their details on the form at the student window. Any child arriving after 8.30am is deemed late and must sign in. We encourage students to sign themselves in (though they may be accompanied by parents). If a student arrives after 8.30am to the classroom, teachers are to check that the child has signed in, and redirect them to Front Office if necessary. If the teacher has not yet completed the roll, the child is marked PRESENT. Front Office staff enter all students who sign in after 8.30am as LATE in iWise, with the time and reason the child is late. This may mean updating the teacher's submitted roll.

Parents are to sign out students at Front Office before going to classrooms. Front Office update iWise and give the time and reason for early departure. Children sent home via sick bay are similarly updated on iWise.

All off-site events are to be set up as Events on iWise. Teachers can seek assistance from the EA to Deputy Principal when setting up Events. Sports events and Arts events are to be set up by the relevant department administration assistant. The supervising teacher is added as an attendee which gives them access to mark the roll for their Event. The supervising teacher for an event is to log into iWise using a mobile device and take the roll for the event. Should this not be possible, the supervising teacher is responsible for communicating attendance with Front Office (eg by telephone). Students who are booked into an Event appear on the class roll with a yellow box marked "On Event". Class teachers do not need to mark this child present or absent, this is the responsibility of the supervising teacher. Front Office staff need to be aware of Events happening each day. Should the supervising teacher not be able to connect to iWise and take the roll, the Front Office staff member is to take the roll on their behalf, using the Calendar>Events>Manage selection and clicking on the event, then "Mark Roll" tab. Students attending a "SAPSASA – Non-school supervised" event are deemed to be "present" for the purposes of student records. These events must be authorised by the Principal in order to be placed into this category. Parents/caregivers of these students are required to call school and advise when they have dropped students at these events, and at this point the Front Office staff member can mark the child Present. Sports staff are to ensure parents/caregivers are aware of this requirement.

As per the SPW's Attendance Policy, parents wishing to take their child out of school for more than one or two days, for reasons other than illness, must apply to the Principal. Teachers are to direct any such instances to the EA to the Principal for the correct process. This includes term-time holidays

Student attendance is monitored by the Heads of School.

STUDENT RESULTS IN NAPLAN 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	448.4	414	427.5	444.7	417
Year 5	542.4	485.6	514.2	531.4	514.5
Year 7	575.8	540.7	555.7	580.6	567.8

The chart above displays NAPLAN mean scores for each domain in 2017, 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	96	99	99	97
Absent	0	2	0	0	1
Withdrawn	1	1	1	1	1
Year 5					
Exempt	0	0	0	0	0
Participation %	94	95	94	94	94
Absent	1	1	1	1	2
Withdrawn	4	3	4	4	3
Year 7					
Exempt	0	0	0	0	0
Participation %	99	99	99	99	99
Absent	0	0	0	0	0
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 evidence-based, finite programs to support children in a specific area; hence the children in the groups may vary depending on the needs of the child/ren. We also offer on-site Allied Health support by way of Occupational Therapy, Speech Therapy, Counselling, and Psychological assistance.

PARENT, STUDENT AND TEACHER SATISFACTION WITH THE SCHOOL

Various surveys were completed during the year including an OSHC Survey (an annual survey of people using this facility), and Early Learning Centre Survey (an annual survey as part of their compliancy requirements), Focus Groups, and a Skoolbag feedback form (after the introduction of the new app).

What our SPW focus groups and surveys tell us about our strengths

- We are a caring and supportive school
- SPW's commitment to Primary education as a foundation for life, is strong
- We are a strong supporter of core values
- There are intangibles, like kindness, confidence, care and respect
- SPW customises each individual child's skills
- There are optimum class sizes for individual attention
- SPW has a balance in education, including extra-curricula
- We have beautiful grounds and well maintained buildings
- We have committed, skills and experienced long-serving teachers
- The buddy system is good
- We have a passionate Principal

Parents were able to participate in events including

- Student/Parent/Teacher conferences
- Secondary Schools Information Evening
- Parent Forums (morning / evening sessions with members of the Executive and School Council present)
- Friday morning Coffee Club

The Principal has encouraged the school community to provide feedback either by meeting in person or by email, and should clarification be required on other specific matters then appointments can also be made with members of the Executive Leadership Team. There are policies available online for Parent, Staff and Student Grievances, and our community is encouraged to follow these. Parents were able to participate in events including Student/Parent/Teacher conferences, Secondary School Information evening, Parent Forums (morning and evening sessions with members of the Executive and School Council present), and Friday morning Coffee Club. SPW promotes open and transparent dialogue within its community.

Students are provided with an opportunity to raise issues through the SRC, and meet regularly throughout each term.

Teaching staff have been participating in Professional Development sessions, building mentor/mentee relationships. An Agenda item at the Teacher Administration meetings is a PMI (Plus, Minus, Interesting) session, where staff are provided with the opportunity to provide feedback on areas of success or further growth, and then collaborate to develop solutions to problems.

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 2017, by Auditors, William Buck. The financial report was prepared for fulfilling the requirements of the Associations Incorporations Act (SA) and the School's Constitution.

INCOME

