

School Performance Report 2021



**St Peter's
Woodlands**

The difference is extraordinary.



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School Performance Report 2021

Reporting on the Performance Measures



2021 saw Australia once again grappling with the fallout from a global pandemic. This meant we needed to pivot and re-imagine some of our much loved traditions at the school in order to keep our community safe, yet still offer a broad suite of opportunities. Despite this it has still been a year full of wonderful experiences for our students and community.

Highlights have included the Year 6 and 7 trip to Canberra in Term One. In Term Two the school hosted the University of NSW in our Professional Learning Centre which enabled teachers from other Independent Schools in Adelaide, as well as some of our own staff, to undertake their mini Certificate in Gifted Education (COGE). This positioned us to launch our Enrichment Program in Term 3 under the very capable leadership of our newly appointed Director of Innovation and Enrichment who joined us in Term 2 from an International School in Hong Kong. With enrichment groups in English and Mathematics as well as opportunities for students to be part of extra-curricular events such as Tournament of the Minds and the IPSHA Poetry Competition (in which our own students took out first place), the 2021 PMA Mathematics and Numeracy Challenge, where we had two State winning entries, as well as lunch time opportunities including chess club and robotics club, we are well on our way to establishing a range of opportunities for our students which are set to expand even further in 2022.

This year we enjoyed many sporting events. The Year 3-7 Sports Day was a resounding success with students being given the opportunity to experience athletic events at a full sports stadium. A swimming carnival was held for our senior students which was another fantastic event. We had a whole school fun run,

which was made extra special by being able to have parents involved. As the world got to enjoy the postponed Tokyo Olympics, we held our very own mini-Olympics right here at SPW. We were blessed with superb weather and the children had a fun filled day of Olympic activities including our very own version of equestrian events, bob sledding and synchronised swimming.

In Term 3 our very talented students put on eight full performances of Matilda Junior. Behind the scenes of course was the hard work of many teachers and staff members under the visionary leadership of our Head of Creative Arts, who ensured this event was one of the highlights of the calendar year. Planning for the 2021 musical was very much a leap of faith given the pandemic, so it was particularly special to see so many of our community members at the school supporting the students and enjoying the fruits of their hard work and talent.

This year we introduced a newly formatted School Report designed to give greater detail and insight to student achievement. We also introduced formal data conversations in which teachers and the executive meet together to look at the data of each individual student to ensure what we are doing is working for every student. This data is then shared and discussed with parents in further detail at our parent/teacher meetings. We have committed to the goal of ensuring core skills in numeracy and literacy are explicitly taught equipping the students with the tools they need to be independent and successful learners in our units of inquiry and beyond. Of course with any changes that take place in reporting or curriculum, there is a team of very capable administration staff supporting the teachers and executive. Running a school of this calibre certainly is a team effort and I am extremely grateful to all staff.

In 2021 our inaugural Parent Think Tanks provided a greater opportunity to hear feedback from our community, as did our newly introduced annual parent survey. With over 300 responses we were blessed with a large amount of data to help us continue to ensure the “Difference is Extraordinary” here at St Peter’s Woodlands Grammar School. One major change for St Peter’s Woodlands Grammar School was the move from being an Early Learning Centre to Year 7 institution, to our final year being Year 6 from 2022. Our final SPW Year 7 was a beautiful group of students who will leave a lasting impression on the school.

I would like to thank all parents and caregivers who entrusted their children into our care in 2021. We have an extraordinarily invested community which is what makes SPW the extraordinary school that it is. To the staff who remained dedicated, positive and flexible, whilst always having the best interests of students at the centre of all they do, thank you for going above and beyond. To the St Peter’s Woodlands Old Scholars and the St Peter’s Woodlands Foundation who continue to support the school, thank you. A special thank you must go to Mrs Tammie Pribanic who finished her tenure as Chair of the School Council. As well as supporting me personally in my first principalship, Tammie demonstrated a vision for and commitment to the continued growth of SPW and we thank her for her service. Thank you also to the school governors, our School Council. Our Council are a highly skilled and dedicated group of people who voluntarily serve to ensure we continue to have a clear strategic direction for the school. And finally a thank you to the Executive Leadership Team who work tirelessly throughout the year, supporting not only the Principal, staff and students, but also the broader school community.

Helen Finlay

Principal



Introduction

As part of our 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 Government's requirements under the headings required by them and relates to the 2021 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 St Peter's Woodlands with funding to maintain the services of our Chaplains, Rev Andrew Mintern and Rev Michele Yuen.



School Contextual Information

The following is School Contextual information about the school, including the characteristics of students at the school.

School Location

Address: 39 Partridge Street, Glenelg, South Australia

Telephone: 08 8295 4317

Our Story

At St Peter's Woodlands the difference is extraordinary.

We are relentless in seeking to find the remarkable in every child. Education at St Peter's Woodlands is a rare and inspirational experience dedicated to children aged two to twelve.

Since 1999 we have been championing early years and primary education, providing an inclusive and nurturing learning experience. St Peter's Woodlands is a community where inquisitive minds are encouraged to grow, and children can thrive in a faith-based environment dedicated to their individual educational needs. St Peter's Woodlands is an Anglican school, underpinned by the teachings of a progressive Christian church.

Nestled in the heart of beachside Glenelg, 20 minutes southwest of Adelaide's CBD, St Peter's Woodlands is a blend of rich history and outstanding modern facilities. Our unique setting is a place where learning is an adventure and curiosity comes to life.

We support children on their learning journey through the delivery of an advanced curriculum created specifically for the early and primary years. Our commitment to deliver exceptional teaching, including the International Baccalaureate Primary Years Program, extensive extra-curricular opportunities and dedicated learning support prepares children for life-long learning.

At the heart of St Peter's Woodlands sits a warm community, dedicated to ensuring every child has a sense

of belonging and endless opportunities to explore. The collaborative partnership between children, staff and parents, together with the wider community, is a valuable experience contributing to the success and positive wellbeing of every child.

Through our devoted staff, our core values of **Wonder, Courage, Respect** and **Service** are embedded throughout life at St Peter's Woodlands. We believe these values equip our children with the foundations needed to thrive when facing an unpredictable tomorrow.

Strengthened by our rich history spanning over 156 years, St Peter's Woodlands is a dynamic, coeducational, independent Anglican school. We are excited about our future and look forward to welcoming you into the St Peter's Woodlands community.

Our Values

St Peter's Woodlands uses **Wonder, Courage, Respect** and **Service** to bring its educational philosophy to life. Every child has the opportunity to belong and be part of a learning pathway dedicated specifically to them.

Enrolments – Numbers and Gender

The following information is as per the 2021 Census and as reported on the MySchool website.

ENROLMENTS R-7	TOTAL	BOYS	GIRLS	INDIGENOUS STUDENTS	LANGUAGE BACKGROUND OTHER THAN ENGLISH
Total Reception to Year 7	552	274	278	1%	15%
Full-time Equivalent Enrolments	552				





Teacher standards and qualifications (as mandated in South Australia)

All teachers are registered with the South Australian Teachers Registration Board, wherein part of the registration process is mandated training in Responding to Risks of Harm, Abuse and Neglect – Education and Care Training (RRHAN). At St Peter's Woodlands, all staff participate in a three-year cyclical program of online training in RRHAN, in-house training in first aid, and fire training. All non-teaching staff are also included as part of the above three year cycle.

All of our teachers have access to professional learning funds. Weekly teaching meetings are designated as teaching and learning communities where teaching staff are involved with professional learning and training and curriculum development.

There are two meetings per term scheduled for the ESO curriculum for both administrative information and professional learning. On two evenings each term a meeting is scheduled for the ELC teachers and educators to meet and work through the curriculum and QIPS.

Below is a table of teaching staff qualifications. A number of teachers have multiple qualifications.

QUALIFICATIONS	#
Masters	7
Post Grad Diploma	4
Bachelor of Early Childhood Education	10
Bachelor of Education	28
Bachelor of Teaching	5
Diploma of Teaching Early Childhood Education	3
Diploma of Teaching	4
Bachelor Specialised	25
Other Qualifications including Certificate and Diploma	26



Workforce composition, including Aboriginal and Torres Strait Islander composition

School Staff in 2021 (as at Term 4)

			TOTAL #
Teachers, Early Learning Centre	Permanent	2	7
	Temporary Replacement	5	
Teachers, Primary	Permanent	38	49
	Temporary Replacement (Home Group Teachers)	11 (25)	
Chaplains			2
Non-Teaching Staff ELC	Permanent	7	16
	Temporary Replacement	9	
Non-Teaching Staff R-7	Permanent	29	39
	Temporary Replacement	10	
OSHC	Permanent		1

2021 saw us continue to provide flexibility within the curriculum to best support the children's learning and provide a quality learning and teaching program; and at the same time support staff and parents.

The changes that we reviewed in late 2020 continued during the lockdowns of 2021. Those initiatives were also incorporated in classes as part of classroom practises and operations and for students who were learning from home.

Wellbeing

During 2021 the wellbeing of children and staff continued to be a priority for SPW.

The Executive Leadership Team for 2021 sought feedback from staff in relation to their wellbeing. The Executive Leadership Team for 2021 comprised of the Principal, Deputy Principal and Head of Primary (Y3-7), Head of Early Years (2yo-Y2), Head of Learning and Teaching, Business Manager, Director of Human Resources.

Staff in the ELC taught the Kimochi program to children. This program helps children to become more aware of their own feelings and how they communicate, not only with their words, but also with their facial expressions and body language. Kimochis help children learn to identify with the feelings of others, too.

In Reception to Year 7, staff taught the Bounce Back! Program to students. This program helps to promote positive mental health, wellbeing and resilience for both students and teachers and build safe and supportive class and school learning environments.

Also as part of student wellbeing we trialled a program for Years 4-7 called PIVOT.

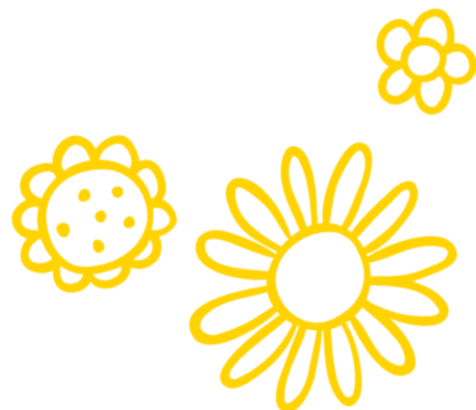
This survey aims to help schools better support student wellbeing and to give students more voice and agency in their learning communities. It has been developed by Pivot Professional Learning (Pivot) under the direction of Pivot's research team. The Pivot Wellbeing for Learning framework measures student wellbeing in the domains of safety, belonging, and resilience.

The pilot involves students taking part in a weekly survey (approximately two minutes in length) which will be accessed on their devices. The survey is designed as a quick check-in which will give the teachers and school valuable data regarding the emotional well-being of their class. If a student indicates that they are struggling in one of the well-being domains, they are given the option to tick a box indicating they would either like to speak to the teacher about it further or the school psychologist.

Specialist Subjects

The following specialisations are offered at St Peter's Woodlands:

- Resource Centre (including the Library)
- Digital Technologies
- Japanese (Y2-7)
- Inclusive Education
- The Arts (Music and Visual Art)
- Physical Education



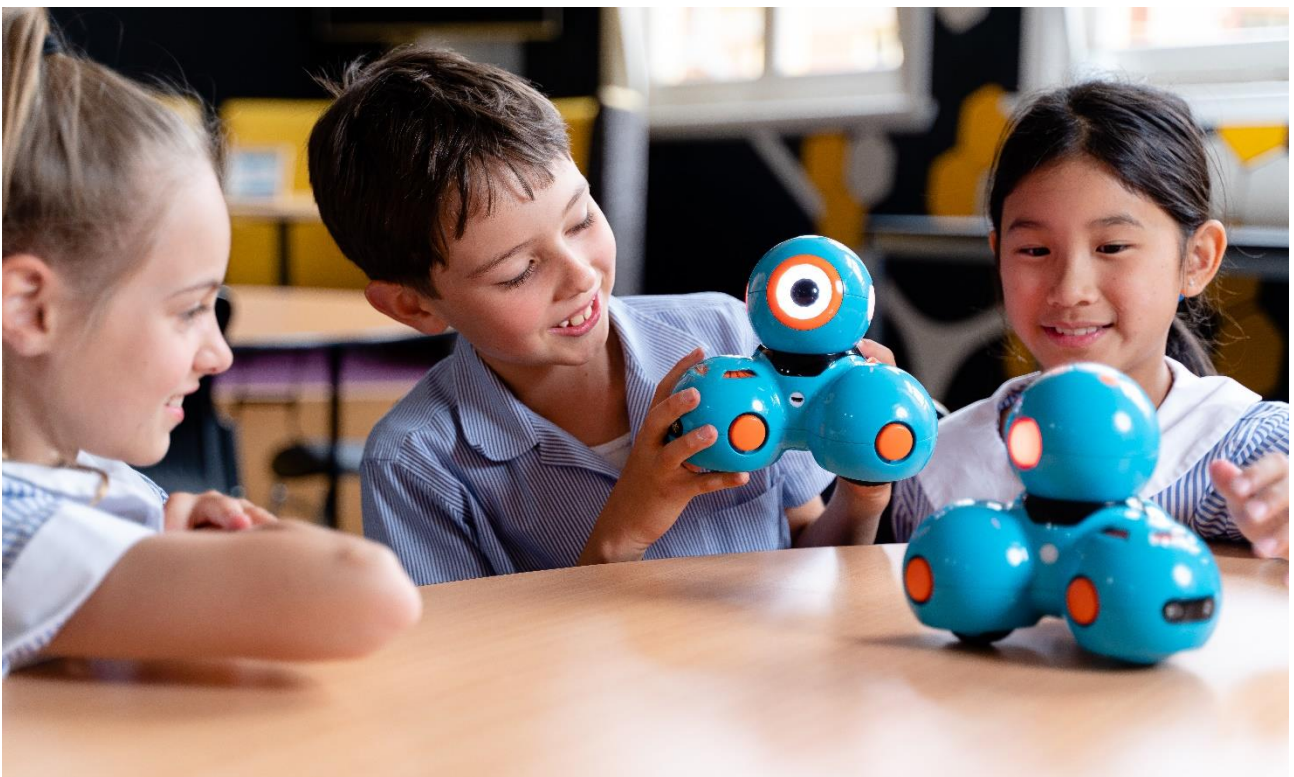
Allied Health Professionals

St Peter's Woodlands contracts third parties to assist with educational services, including various Educational Psychologists, Speech Pathologists, Occupational Therapists and Counselling; as well as

- a School Psychologist who works part-time.
- two Chaplains who are employed part-time thanks to the National Schools Chaplaincy Program.

Aboriginal and Torres Strait Islander Staff

There are currently no Aboriginal or Torres Strait Islander staff members.





Student Attendance at the school

Attendance rates for each year of schooling

PERCENTAGE	REC	Y1	Y2	Y3	Y4	Y5	Y6	Y7
Average Attendance	93.6	93.8	95.2	93.9	95.0	94.2	92.0	90.5
Average Punctuality	98.2	98.7	97.6	97.9	97.3	97.0	95.2	97.1

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

During 2021, there were several periods throughout the year when the school was affected by COVID and either a learning-from-home model of curriculum delivery or a dual attendance model of learning was implemented (where some students attended school in person and others attended online). In both these instances, teachers utilised Google Classrooms to take a roll and identify which students were engaging in online learning or absent from learning. This was then communicated back to school administration staff to update the standard information management system.

Attendance continued to be maintained at a high level from Reception to Year 7, considering the constraints of the 2021 school year. Outside of the COVID implications, student attendance from R-7 continued to be managed through a centralised information management system, with the Early Learning Centre utilising a separate student management system to enable the school to meet government reporting requirements. Records of attendance are monitored by the Heads of School. St Peter's Woodlands provides various channels for families to notify of their child's absence; via a dedicated email address, school communication app (SkoolBag), or a dedicated absentee phone line. Parents/caregivers of students who are absent without prior explanation are sent a SMS message requesting the parent/caregiver to contact the school. Absences of more than 5 consecutive school days' duration require approval by the Principal.

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, Language Conventions, 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.

The following table reports the mean results for St Peter's Woodlands, compared to SA and Australian mean scores for each aspect of the NAPLAN tests at Years 3, 5 and 7.

Year 3	Spelling	Grammar	Reading	Writing	Numeracy
SPW	445	462	465	443	442
Similar School	454	474	478	453	438
All Schools	421	433	438	425	403

Year 5	Spelling	Grammar	Reading	Writing	Numeracy
SPW	528	509	518	494	506
Similar School	529	533	539	505	521
All Schools	504	503	511	480	495

Year 7	Spelling	Grammar	Reading	Writing	Numeracy
SPW	566	578	575	520	599
Similar School	578	582	582	555	603
All Schools	548	533	542	522	550

Additional support to children (Inclusive Education)

At St Peter's Woodlands we continue to have a strong focus and reputation for inclusive practices that support a diverse range of learners in and out of the classroom. While 2021 provided many challenges in the 'learning space', students at St Peter's Woodlands were very well served by the ongoing support at school and at home with the integration of personalised support and adjustments during the 'online learning' period. The Inclusive Education team were a valuable resource in supporting teachers and parents to provide the appropriate adjustments and modifications to the online learning content. Our team of Education Support Officers were able to 'touch base' with students and provide additional 1:1 support when needed.

The social and emotional needs of our students was well supported during and beyond this period by our School Psychologist, through regular 'check-ins', targeted support, resourcing for teachers and families, and in-class mentoring, as well as support at lunchtime in the Inclusive Education Hub drop-in centre.

The ongoing learning needs of our students continues to be very well supported through excellent Tier 1 teaching practices, a team of experienced in-class Education Support Officers, targeted, evidence-based intervention programs, close monitoring of student progress, ongoing screening assessments, early identification of diverse learning needs/differences, and the development of Individualised Learning Plans. A new streamlined format was rolled out in 2021 for Individualised Learning Plans to assist families and teachers with tracking strategies to student learning.

Intervention programs available were expanded to allow for greater tailoring of supports for students with additional learning needs. Further training was undertaken focusing on numeracy intervention. Following this, time and staff resources were allocated to develop specific support activities targeting numeracy skills, in collaboration with numeracy consultants from ACER. These will be trialled in 2022.

St Peter's Woodlands continues to facilitate on-site access to allied health support through Speech Pathology, Occupational Therapy, Behavioural Therapy, Psychology and Counselling. This allows for collaboration between school, home and allied health and ensures a child's 'team' is working together to provide a consistent approach as well as minimising the amount of time a child is out of the classroom.





Parent, student and teacher satisfaction with the school

Parents/caregivers, students and staff at St Peter's Woodlands are encouraged to use open dialogue, engaging them in effective and transparent communication within the school community.

Parents

Feedback is provided to the school via various mediums, and has shown an overall general satisfaction. Various forums were used, which included Getting to Know Your Child meetings prior to the commencement of the school year, Student-Parent-Teacher three-way conferences (via Zoom), learning journeys and use of Seesaw and SkoolBag apps. Due to COVID-19 only a few classes were able to have their Grandparents Days.

During 2021, we held Parent Think Tanks in Term 2 and Term 4, where parents were provided the opportunity to give constructive feedback to the school. We also did our annual parent survey for Reception to Year 7.

In August 2021, The Early Learning Centre and Out of School Hours Care programs undertook their annual survey, which provided the school with valuable feedback from parents on areas of satisfaction, improvement, communication etc.

Students

Students continued to be flexible during challenging times. Although there were still many constraints within the Student Services Leadership Council (SSLC), they continued to engage with their fellow students, whilst reimagining events. Class meetings continued throughout the year, and students were able to put forward suggestions to their Student Leaders. These leaders in turn met regularly with the Head of Learning and Teaching and this forum provided a two-way continuation of student communication with the school, bringing about key changes which affect students.

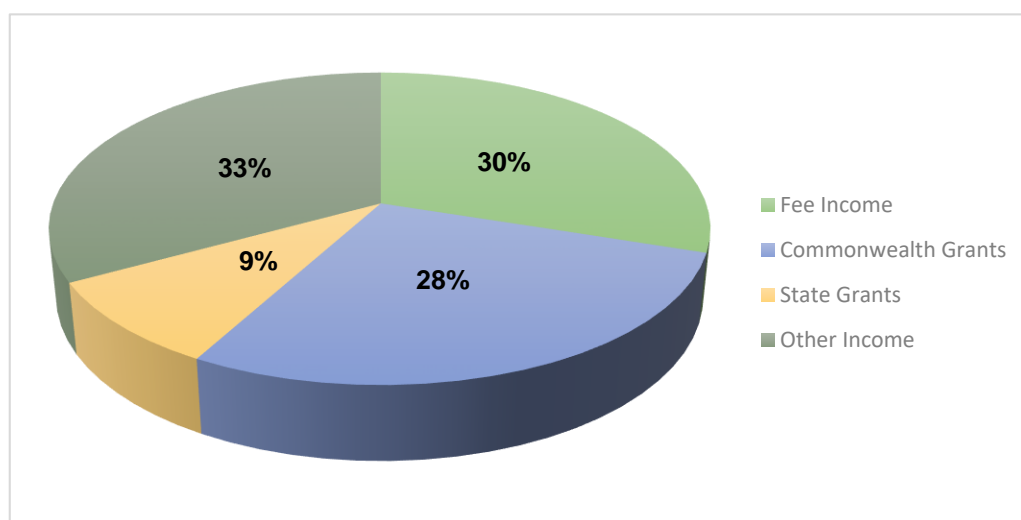
Teachers

Staff were provided with various professional development days throughout the 2021 year, including one at the beginning of Term 3 which was solely based on wellbeing. Feedback from staff continues to be positive and staff continue to be committed professionals who make a difference in the lives of their students.



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 2021, by auditors William Buck. The financial report was prepared for fulfilling the requirements of the Associations Incorporations Act (SA) and the School's Constitution.





**St Peter's
Woodlands**



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