

School Performance Report

2022



**St Peter's
Woodlands**

The difference is extraordinary.



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School Performance Report 2022

Reporting on the Performance Measures



Although things got off to a somewhat uncertain start at the beginning of the year with a delayed face-to-face start for many students due to COVID-19, it has been wonderful to see many of the loved SPW traditions be able to run much as they were before these challenging times. This includes inviting our community back on to school grounds for a wider range of events.

This year was our inaugural year of the DARE Year 6 Graduate Diploma, specifically designed for our Year 6 graduate year. Early in Term 1 the renowned adventurer, explorer, author and environmentalist Dr Tim Jarvis launched our event by recounting his treacherous journey to re-create Shackleton's disastrous trip to Antarctica and subsequent journey from Elephant Island to South Georgia. The trip, commissioned by Ernest Shackleton's granddaughter, was the subject not only of his book but also a BBC documentary. We felt there was no better authority than Dr Jarvis to speak on stepping outside your comfort zone, dreaming, achieving, reaching and experiencing. The students later got to work with Dr Jarvis again on the Forktree Project, a project that set the audacious goal of re-greening quite a vast area on the Fleurieu Peninsula. The DARE Graduate Diploma has been a year-long program for our Year 6 students, one in which both parents, teachers and students alike have seen significant personal growth in our amazing Year 6 students.

In Term 2 we welcomed Dr Ron Ritchhart renowned author and researcher behind Harvard University's Project Zero. This launched the beginning of St Peter's Woodlands partnership with Dr Ritchhart and Harvard University. Every teacher undertook a two-day course in 'Making Thinking Visible', which focuses on purposefully cultivating classroom environments where thinking is visible, it is valued and it is encouraged. Using 'Visible Thinking Routines', developed by researchers at Harvard University, these

routines help provide a scaffold and support one's thinking. They are a vehicle and tool to help students discuss, express and reflect upon ideas. Our partnership with Harvard University is part of our commitment to strengthening our Inquiry Learning at SPW.

We have also 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. We had some astounding data recently which showed over 30% growth in the number of students achieving above or well above benchmark in their State mandated phonics screener. I would like to thank our incredible team of teachers who demonstrate again and again their desire for each and every student to achieve their personal best. Teaching certainly is a "work of heart", it is a calling, those who are not truly called to the profession burn out very quickly. I am very proud of the team of teachers we have at SPW who are truly extraordinary. Of course, in the background of every extraordinary school, 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.

It was another big year in sport. Firstly, we were so excited to welcome back Mr Alastair Dow. He joined the wonderful Mrs Kennedy and Mrs Fahey in our PE and Sports Department. This year we have had a lot of amazing events in sport including the Sports Day which was a day of fun, excitement, risk taking, action and incredible House spirit. The challenges of COVID-19, with many staff members missing, was overcome by incredible teamwork from old scholar parents and teachers. Thank you to each of them for making this event possible. Our 10th annual Swimming Carnival was a day full of action at Westminster pool.

Participation in team sports was strong again in 2022. In Reception to Year 2 sports options included: cricket, tennis, basketball, Kelly Sports (multi-sport program), lacrosse, dance, self defence, gymnastics and hockey. Over 200 Reception to Year 2 students attended these sessions. Year 3 to 6 students participated in: 2 cricket teams, 5 volleyball teams, 10 basketball teams, 4 soccer teams, 2 football teams, 6 netball teams and a Glenelg Classic Fun Run team. This year we hosted the first of what we hope to be an annual interschool Anglican Sporting carnival. Teams from Woodcroft, Pulteney and St John's Grammar Schools competed in Touch Football and Netball matches throughout the day, with SPW coming runner-up in both championships. The netball event was named in honour of St Peter's Woodlands former PE teacher, Karen Whelan.

Our extraordinary Creative Arts team once again provided a suite of incredible opportunities for our students including performance evenings such as cabaret, instrumental evenings and the school musical 'Dragon Days', an SPW SALA exhibition, the Year 6 art installation on Partridge Street, which was the culmination of a week working with our Artist in Residence, plus many more opportunities for students to develop and nurture their creative talents. Thank you to Mr De Laine and his incredible team Mrs Lewis, Mrs Hancock, Mrs Forbes and Mr Mesecke, plus the many volunteers for always going above and beyond for our students.

It was a very busy year of building with our beautifully designed Year 1 classrooms officially opening at the end of Term 3, as well as our brand-new Pier Street Playground for our littlest learners in the ELC. Next year we have two major projects getting underway. The re-design and refurbishment of the Gillam Building and of course, a new theatre and multi-purpose space which will allow us to meet for events such as these in our own grounds. Our new theatre will feature seating for up to 650 people, it will be air-conditioned and it will have state of the art sound and lighting which befits the calibre of the creative Arts Department. It will also serve as a gymnasium space for our PE Department. My thanks to David Brock, our Business Manager, who has juggled multiple large projects this year.

I would like to thank our PFA for all of their hard work and effort in providing another year of memorable events and activities for both students and staff. Including Shrove Tuesday, the Mother's and Father's Day stalls, the 'Pinot and Picasso' mother's event, the Father's Lunch held at Morphettville Racetrack, the 'Christmas in July' event and of course, the beloved Christmas Lunch in the Piltangka Plaza. Monday BBQs continued to be a hit, organised and co-ordinated by Kylie Hender. A very special mention must be made to Sharee Morley who, this year, took on the role of PFA President and has done a tremendous job!

I would like to thank the SPW Foundation and the School Council. When people step into these roles, they do it on a voluntary basis. We have some incredibly talented individuals both on our School Council and on our Foundation, not everybody is a past or present parent, but they all have one thing in common which is a passion for education, our young people and the desire to see St Peter's Woodlands be a leader in the field of primary education.

Thank you to every member of the SPW community, who together, help ensure that our tagline of, "The difference is extraordinary" is truly lived out at SPW each and every day.

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 2022 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, 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 157 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 2022 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 6	569	281	288	0%	14%
Full-time Equivalent Enrolments	569				





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 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 Quality Improvement Plan. Meetings are also held twice a term for OSHC staff.

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

QUALIFICATIONS	#
Masters	9
Post Grad Diploma	2
Bachelor of Early Childhood Education	11
Bachelor of Education (Honours)	2
Bachelor of Education	23
Bachelor of Teaching	5
Diploma of Teaching Early Childhood Education	3
Diploma of Teaching	4
Bachelor Specialised	20
Other Qualifications including Certificate and Diploma	26



Workforce composition, including Aboriginal and Torres Strait Islander composition

School Staff in 2022 (as at Term 4)

			TOTAL #
Teachers, Early Learning Centre	Permanent	4	7
	Temporary Replacement	3	
Teachers, Primary	Permanent	39	51
	Temporary Replacement (Home Group Teachers)	12 (24)	
Chaplains			2
Non-Teaching Staff ELC	Permanent	7	17
	Temporary Replacement	10	
Non-Teaching Staff R-7	Permanent	32	40
	Temporary Replacement	8	
OSHC	Permanent		1

At the commencement of the 2022 school year, we continued to provide flexibility around children's learning and provide a quality learning and teaching program both online and in the classroom in response to the State Governments requirements around COVID-19.

Term 1 Week 3 saw all students welcomed back into the classroom for learning which continued throughout the remainder of the 2022 year.

Wellbeing

During 2022 the wellbeing of children and staff continued to be a priority for SPW.

The Executive Leadership Team for 2022 sought feedback from staff in relation to their wellbeing. The Executive Leadership Team for 2022 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 and Director of Innovation and Enrichment.

In March 2022 all staff were invited to participate in a Wellbeing survey. These results were then reviewed by the Executive Leadership Team.

As a result of the survey, we held an all staff Professional Development Day which centred wholly around wellbeing with the afternoon involving various activities in which staff chose which activity they wished to be involved in including mini golf, zoo visit, paddle boarding and beach walk.

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.

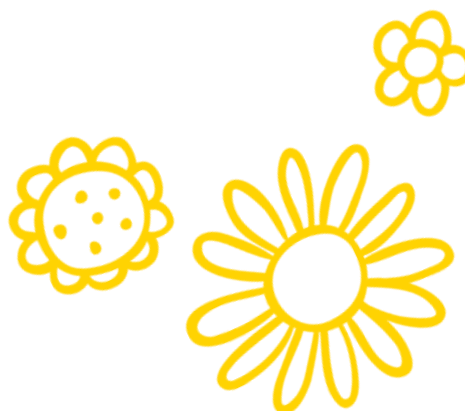
In Reception to Year 6, staff taught the Bounce Back! Program to students. This program helps to promote positive mental health, wellbeing and resilience for both students and teachers and build safe and supportive class and school learning environments.

As part of student wellbeing, we continued the PIVOT program for students in Years 4-7 during 2022.

Specialist Subjects

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

- Resource Centre (including the Library)
- Digital Technologies
- Japanese (Y2-6)
- 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
Average Attendance	89.5	87.7	89.3	90.1	90.2	90.1	89.1
Average Punctuality	98.9	98.0	98.7	97.3	98.0	97.4	96.2

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

Attendance continued to be maintained at a high level from Reception to Year 6, considering the constraints of the 2022 school year.

Outside of the COVID implications, student attendance from R-6 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 and 5 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 and 5.

Year 3	Spelling	Grammar	Reading	Writing	Numeracy
SPW	438	448	466	430	411
Similar School	453	477	482	451	434
All Schools	418	433	438	422	400

Year 5	Spelling	Grammar	Reading	Writing	Numeracy
SPW	532	517	543	508	510
Similar School	531	529	541	513	517
All Schools	505	499	510	484	488

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. Throughout 2022 students at St Peter's Woodlands continued to be very well served by the ongoing support at school through personalised learning and adjustments. The Inclusive Education team were a valuable resource in supporting teachers provide the appropriate adjustments and modifications to their students' programs and learning content. Our team of Education Support Officers are a valuable resource, providing additional small group and 1:1 support when needed.

The social and emotional needs of our students was well supported throughout 2022 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. Individualised Learning Plans (ILP) developed to assist families and teachers with tracking strategies to student learning, are regularly reviewed, updated by class teachers and shared with families to provide a collaborative approach to student learning and well-being.

Intervention programs available were expanded to allow for greater tailoring of supports for students with additional learning needs. 2022 saw a focus on supporting numeracy skills with the introduction of the Bond Blocks program. While we are still in the early days, we are starting see positive results in the early number skills and confidence of our younger learners who are accessing this program.

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, learning journeys and the use of Seesaw and SkoolBag apps. Due to COVID-19, during 2022 we were unable to have Grandparents Days.

In the latter part of 2022, parents were allowed to again attend Chapel services and assemblies.

During 2022, we held various parent surveys on the following topics.

- DARE Feedback Questionnaire;
- Teacher and Learning Survey (Reception to Year 6);

In November 2022, The Early Learning Centre program 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. The Student Services Leadership Council (SSLC), continued to engage with their fellow students in a number of ways. 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

Dr Ron Ritchhart from Harvard University visited the school for four days, allowing teaching staff the opportunity to do two days of Cultures of Thinking training during the 2022 school year.

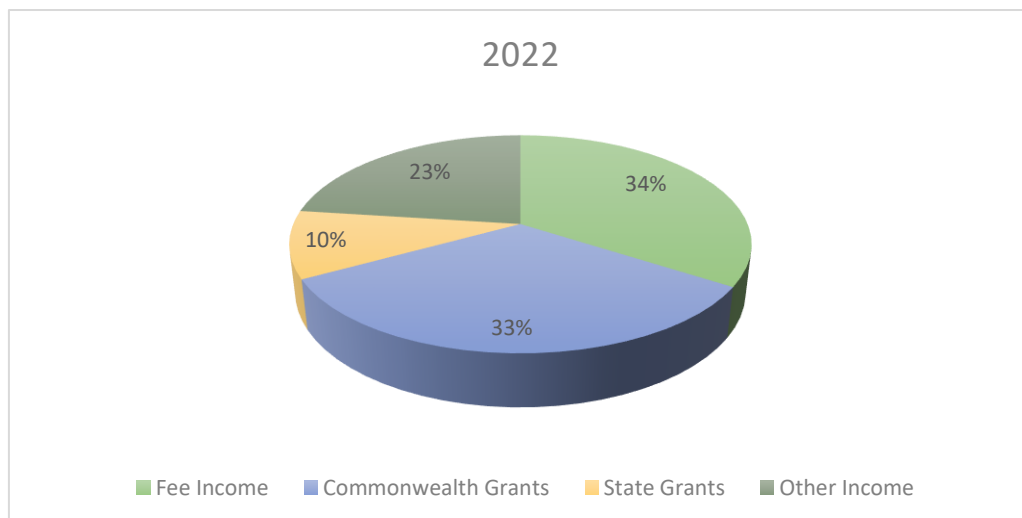
There was a professional development day at the beginning of Term 3 which was solely based on wellbeing for all staff.

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 2022, 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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