



# SCHOOL PERFORMANCE REPORT

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2019  
WONDER  
COURAGE  
RESPECT  
SERVICE

St Peter's Woodlands acknowledges the traditional custodians of the land and pays respect to the Kaurua elders past, present and emerging. St Peter's Woodlands acknowledges their ongoing spiritual and cultural connection to Country.

## SPW LEARNING PRINCIPLES

### Grow

- Support children in their areas of passion
- Encourage children to take responsibility for their own learning
- Build effective relationships
- Commend improved achievement
- Gather and analyse data to assist in effectively catering for each child
- Teach numeracy, literacy and scientific thinking

### Explore

- Immerse children in art and culture
- Plan innovative and creative teaching units that focus on deep conceptual learning
- Promote children's natural curiosity inside and outside of the classroom
- Assist each child to develop their spirituality within the Anglican tradition

### Engage

- Give children a voice and choice in how they learn
- Facilitate ongoing opportunities for genuine student participation and reflection on their learning
- Surround our children in the school values of Wonder, Courage, Respect and Service



# INTRODUCTION – PRINCIPAL’S REPORT

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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 2019 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.

It is our whole school community that makes St Peter’s Woodlands special; the students, the parents, the staff, the old scholars and our supporters. If you have a community which values rigour and excellence in education, safety and hope for children, then you will have successful children. Everything we do is focussed on that partnership, the ethos of community.

We are blessed to be able to develop young lives in a beautiful physical setting surrounded by superb buildings and gardens. It is certainly a stimulating and creative environment for our future leaders.

While we love our local area of Glenelg and our state, we are also an International Baccalaureate Organisation World School that offers the Primary Years Program, one of many recognised throughout the world. We are an internationally minded educational institution, part of a much wider world and culture. Our students know that and are energised by it.

2019 was a significant milestone in the life of our school as we celebrated 20 years on this site, and also reflected on our rich history spanning over 155 years. Special events were held throughout the year, including our SPW community participating in a special art installation, a 20<sup>th</sup> birthday Chapel Service on St Margaret’s Day (which included past Chairs of School Council, PFA Presidents, staff, and old scholars), and finally culminating in an outstanding musical Big Concert at the Woodville Town Hall in December. It was a wonderful year as we reflected on the past.

This is the final year for the current 2015-2019 Strategic Plan. School Council has engaged the services of a facilitator to lead the school through the processes of setting up new objectives, measures and initiatives for 2020 and beyond. There are exciting times ahead.

One key strategy of the current plan was to develop a Reconciliation Action Plan with the aim of developing student and staff understanding and participation in Aboriginal and Torres Strait Islander culture. Auntie Daphne Rickett, a local aboriginal elder, was a volunteer member of a RAP staff group, and assisted as a mentor and guide to them. Daphne continues to participate in the life of the school, for which we are very blessed.

As part of the 10 year Buildings and Grounds Master Plan, updates included the Canteen area being extended to include a modern catering facility and a PFA storage area, two Visual Art rooms and the Music rooms renovated, and artificial grass installed in the ELC Village Square.

Towards the latter part of the year SPW joined the Anglican Participatory Group, and formally made an application to join the National Redress Scheme.

During the year the Woodlands Trust Board met for the last time, and the SPW Constitution has now been revised to reflect this change.

It really does take a village to raise a child and to continue the growth of a school. Parent volunteers are seen in many areas of the school including assisting in the Canteen, and also with reading in the classrooms. A new national ongoing check for teachers, student teachers, volunteers, non-teaching staff, and students working with other children was introduced on 1 July in relation to compliance and working with children. Thank you to all our school volunteers who enrich our students’ lives.

Our amazing PFA were extremely busy, fund and friend-raising, holding such events as Shrove Tuesday pancake day, Mother’s Day stalls, Easter raffles, Father’s Day breakfast, barbeques, “Neon Lights” (fundraiser at the Somerton Yacht Club), Christmas raffles, an R-7 Christmas lunch and ELC celebration. Part of the PFA’s special guest program included a well-attended night with guest Sonya Ryan from the Carly Ryan Foundation. SPW is very grateful of the PFA’s donation of \$17,500 towards the purchase of large construction blocks valued at \$20,000 (\$5,000 provided by St Peter’s Woodlands) and some additional AFL and soccer goals. A further donation of \$7,400 was given to fund the purchase of

representative tops as part of our sports uniform. Thank you to the PFA for the time you so generously give to our school community.

Special events included the annual visit by Kori Nevers, Osaka, Japan (Year 5 students) who were hosted by St Peter's Woodlands families; the SCOSA Stampede procession down Pier Street to the Esplanade, then along Moseley Square – a fundraiser by SSLC; Book Week, culminating in a parade around the ovals; grandparents days; Principal's tours; the Senior Musical "Madagascar" with an amazing 10 performances shared between two full casts; a visit by Archbishop Geoff who led a Communion Service in St Margaret's Chapel; as part of Dyslexia month, Bill Hansberry presented to over 150 adults in the Chapel; the Glenelg Christmas Pageant in which our ELC paraded, supported by ELC teachers; and the Community Carols at St Peter's Glenelg.

Our students were extremely busy, participating in the SSLC, camps, debating, the IPSHA Poetry Competition, Tournament of Minds, 4 Music concerts showcasing the children's instrumental music abilities (including school bands, vocalists and instrumental ensembles), the Cross Country Run, JP Sports Day, the annual PFA whole school relay, Year 3-7 Sports Day, a Swimming carnival, the Year 5 PYP Exhibition, the Year 6 Farewell Service and also a Year 6 Social, plus the Year 7 Valedictory. The Year 7s held their annual Jumble Sale and raised a record sum of money which was in turn donated to GRL PWR, coordinated by old scholar, Ruby Fahey, who has established relationships with girls in rural Ugandan communities.

Following the announcement that the public education system was changing to Year 7s becoming part of Secondary Schools from 2022, several information sessions were held throughout the year, which included "The Changing Landscape: Year 7s and Secondary Education. These were extremely beneficial for parents to assist them in decisions for their child's high school education. A parent session entitled "Early Learning at St Peter's Woodlands" was held, with over 60 people attending.

The SPW Foundation and SPW Old Scholars continue to be integral parts of the school. The Foundation's Constitution was updated, and several old scholars' reunions and tours were held; it was wonderful to see these students again.

SPW have been very privileged to engage with Dr Lorraine Hammond AM (Edith Cowan University, Perth) who worked with the teaching staff in explicit teaching methodology in Spelling, Phonics and Reading. Teachers were also engaged in formulating the Learning Principles for the school (Grow, Explore, Engage) found at the beginning of this report. During the year John Hendry, OAM, who is a consultant for the Institute of Positive Education, ran a workshop with the Executive Leadership Team; in 2020 John will return to present to the whole staff. The school has engaged the services of LeadLearn Consulting, a company which works with educationalists on inspiring lifelong learning through collaboration and reflective practice. This will be an ongoing targeted professional development system, with the measurement tool being student centred.

2019 has been a busy yet exciting year for St Peter's Woodlands. I would like to acknowledge our entire school community for making this year so memorable in the life of the school. To the parents who entrust their children into our care, thank you for your support. To the students, thank you for embracing the spirit of SPW; this is an extraordinary school and one of which we are all very proud to be a part. To the staff, your dedication and commitment are to be commended; thank you for all you do each and every day that makes SPW such a great place for students to grow. To the School Council, a group of people elected to provide oversight and direction setting of the school, thank you for voluntarily giving up your time to fulfil this important role. And finally, I would like to acknowledge and thank the Executive Leadership Team who support me in the effective management of the school.



Christopher Prance  
**Principal**

# REPORTING ON THE PERFORMANCE MEASURES

## 1. 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

Set on a beautiful 3.36 acre site in the beachside suburb of Glenelg, the school is under 30 minutes from Adelaide's CBD. St Peter's Woodlands offers students a contemporary learning environment consisting of spacious grounds, glorious heritage buildings and state of the art teaching units. The facilities include a well-resourced library, a dedicated science laboratory, an architecturally designed chapel, a multi-purpose recreation hall and a multi-space art centre and music suite. Computing is embedded in our teaching programs with laptops and iPads in learning spaces. The expansive outdoor areas include two playing fields for Football, Soccer, Volleyball and Athletics, and four Netball-Tennis-Basketball courts.

### St Peter's Woodlands – a place where learning is an adventure and curiosity comes to life

SPW is:

- A dynamic, co-educational, independent Anglican school, underpinned by the values and traditions of a progressive Christian church.
- Committed to sparking children's interest in learning, through an inspiring, inclusive, all-encompassing educational experience.
- Dedicated to children aged two to twelve, nurturing them throughout their early years and primary education.
- A place which nurtures the curiosity, talents and skills of children in a vibrant, supportive and respectful environment.

St Peter's Woodlands supports children on their own learning journey through the delivery of a progressive curriculum. Our commitment is to deliver exceptional teaching, including the International Baccalaureate Primary Years Program, diverse extra-curricular opportunities, and dedicated learning support, preparing students 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.

Embedding our core values of Wonder, Courage, Respect and Service throughout life at SPW equips our children with the foundations they need to thrive when facing an unpredictable tomorrow.

### Enrolments – Numbers and Gender

Total Enrolments, as per 2019 Census

Reception to Year 7..... 602

Girls	315
Boys	287

Early Learning: (Details as at 1/12/19)  
 2 Year Old Program x 1 room..... 17  
 3 Year Old Program x 2 rooms ..... 56  
 4 Year Old Program x 3 rooms ..... 78

Indigenous students ..... 0%  
 Language background other than English ..... 7%

## Governance

The School Council has responsibility for the overall governance of the school. It acts as the custodian and guardian of the organisation and has control and management of the school and its property. It is governed by the Constitution of St Peter's Woodlands and members of School Council have legal and ethical responsibilities as directors of a not-for-profit Board.

The School Council has a range of appointments based on skillsets and as nominees of stakeholder groups.

The Council is supported by three Committees, being Finance, Planning and Governance. Each Committee makes recommendations directly to the wider School Council.

### SCHOOL COUNCIL

### MEMBERS

Ms Tammie Pribanic, Chair of School Council	Council Appointed
Mrs Cathy Mayfield, Immediate Past Chair	Council Appointed
Rev'd Michael Lane	Archbishop Appointed
Rev'd Andrew Mintern, Deputy Chair of School Council	Rector of St Peter's Glenelg
Dr Margaret Cowling	SPW Old Scholars Appointed
Mrs Suzanne McAdam, Chair of Planning	Parish Appointed
Mr Paul Lumsden	Parent Appointed
Mr Mark Hayward, Chair of Finance	Council Appointed
Mr Dom Cosentino	Council Appointed
Mr Craig Dand	Council Appointed
Associate Professor Mathew White	Council Appointed
Mr Craig Hobart	Co-Opted
Mrs Kimberley Hunt	Co-Opted
Mr Christopher Prance, Principal	Ex-Officio
Mr David Brock, Business Manager/Public Officer	Ex-Officio

## 2. 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 Abuse and Neglect (RAN). At St Peter's Woodlands, all staff participate in a three-year cyclical program of online training in RAN, in-house training in first aid, and fire training.

All of our teachers have access to professional learning funds and approximately one-third of their weekly teaching meetings are designated as teaching and learning communities. With these opportunities, teachers can work with their teaching team, led by their Year Level Leader.

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

<b>QUALIFICATIONS</b>	<b>STAFF #</b>
Masters	5
Post Grad Diploma	3
Bachelor of Early Childhood Education	10
Bachelor of Education	26
Bachelor of Teaching	6
Diploma of Teaching Early Childhood Education	2
Diploma of Teaching	9
Bachelor Specialised	20
Other Qualifications including Certificate & Diploma	6

### **3. WORKFORCE COMPOSITION, INCLUDING ABORIGINAL AND TORRES STRAIT ISLANDER COMPOSITION**

<b>SCHOOL STAFF IN 2019 (As at Term 4)</b>	<b>STAFF #</b>
Teachers, Early Learning Centre	9
Permanent ELC (5)	
Temporary Replacement ELC (4)	
Teachers, Primary	47
Permanent Primary (39)	
Temporary Replacement Primary (8)	
Chaplains	2
Non-Teaching Staff (Admin, Resources, Classroom Support)	41
Permanent (30)	
Temporary Replacement (11)	
Non-Teaching Staff (ELC)	15
Permanent (8)	
Temporary Replacement (7)	
OSHC	1
Permanent (1)	
Temporary Replacement (0)	

Specialist teachers include a Head of The Arts, Head of Physical Education and Sport, Head of Future Schooling, and Head of Learning Support. The Executive Leadership Team is comprised of the Principal, Deputy Principal /Head of Primary (Y3-7), Head of Early Years (2yo-Y2), Head of Learning and Teaching, Business Manager, and Director of Human Resources.

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

- Resource Centre (including the Library)
- LOTE in German (R-3) and Japanese (Y4-7)
- Learning Support
- The Arts, particularly Music and Visual Art
- Physical Education

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

Steph Eustice, Psychologist, joined the staff from Term 3.

Chaplains, Rev'd Andrew Mintern and Rev'd Michele Yuen are employed part-time thanks to the National Schools Chaplaincy Program.

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

## 4. STUDENT ATTENDANCE AT THE SCHOOL

The attendance rates for each year of schooling

	REC	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	YEAR 7
Average %	93.4	91.4	93.2	93.4	92.3	93.0	92.7	92.2

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

At St Peter's Woodlands student attendance in Years R-7 is managed through a centralised information management system. The Early Learning Centre utilises a separate student management system to enable the school to meet government reporting requirements. Maintaining accurate records is essential for measuring both student engagement and student non-attendance. Attendance records are monitored by the Heads of School.

A daily roll is taken by the class teacher, and updated throughout the day by the Front Office administration staff, logging late arrivals and early departures. Reasons for absence are noted in the centralised system. Students arriving after the beginning of the school day are required to sign in at the Front Office, and students leaving before the end of the school day are required to be signed out by an adult.

Parents/Caregivers are asked to report absent students through the Front Office, using one of three methods – a dedicated email address, our school communication app, 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 contact the school. Absences of more than five consecutive school days' duration require approval by the Principal.

## 5. 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	READING	WRITING	SPELLING	GRAMMAR	NUMERACY
SPW	473	426	444	474	424
SIMILAR SCHOOLS	472	445	450	485	441
ALL SCHOOLS	432	423	419	440	408

YEAR 5	READING	WRITING	SPELLING	GRAMMAR	NUMERACY
SPW	508	462	485	493	493
SIMILAR SCHOOLS	534	495	522	531	522
ALL SCHOOLS	506	474	501	499	496

YEAR 7	READING	WRITING	SPELLING	GRAMMAR	NUMERACY
SPW	599	555	572	600	591
SIMILAR SCHOOLS	595	556	584	596	606
ALL SCHOOLS	546	513	546	542	554

## Additional support to children (Learning Support)

At St Peter's Woodlands, we understand that children are diverse learners.

We pride ourselves on being an inclusive school that caters for children with a wide range of learning needs, as well as children who learn differently due to their linguistic and cultural backgrounds. We respond to student diversity by providing a differentiated curriculum where the needs of all students are met within the classroom with excellent teaching based on evidence based teaching practices, personalised learning, easy and open access to technological and environmental supports and accommodations, and importantly, parent engagement and support.

Our Learning Support team works collaboratively with educators, students, parents and other allied health professionals to ensure optimal outcomes for the students in our care. Our students are well supported in classrooms with experienced education support officers who work with the classroom teacher to support the implementation of strategies and adjustments outlined in Individualised Learning Plans.

St Peter's Woodlands continues to invest heavily in ensuring classroom teachers are at the forefront of supporting all learners to have fair and equal access to a rich curriculum, learning activities and social opportunities that our school provides with the following resources: ongoing training and mentoring of educators, Learning Support team, Heads of School, School Psychologist, Education Support Officers, the Hub and of course our volunteers.

2019/20 has seen SPW Learning Support team and the wider SPW teaching community engage with Associate Professor Lorraine Hammond AM. This has led to the successful introduction of 'Let's Decode' program in ELC – Year 2 and 'Spelling Mastery' program in Years 3 – 7. SPW is proud to be the only Independent School in South Australia currently running the highly effective and research-backed 'Lets' Decode' program.

Early identification of possible learning difficulties and early intervention is a cornerstone of the philosophy of the SPW Learning support team. We utilise gold standard assessments and interventions (within the classroom) to ensure positive outcomes for our students from ELC to Year 7 and we continue to offer specific and targeted reading intervention programs for students identified as requiring a more intensive and higher level of intervention. In addition, SPW meets with all prospective families to ensure that we are well prepared to support students with diverse learning needs.

SPW 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 consist approach as well as minimising the amount of time a child is out of the classroom.

## 6. PARENT, STUDENT & TEACHER SATISFACTION WITH THE SCHOOL

St Peter's Woodlands encourages open dialogue, thus encouraging effective and transparent communication within our school community.

### Parents

Parents were invited to participate in events, including:

- Getting to Know Your Child meetings prior to commencement of the school year
- Student-Parent-Teacher three-way conferences
- Early Learning/Secondary Schools Information evenings
- Parent Forums

Feedback forms are also available on the website, via eNews.

From a survey undertaken this year, below are some comments from our parents and caregivers:

- We have been truly impressed by the educational content; the preparation for entering school has been outstanding. The educators go above and beyond to meet the needs and interests of the children.
- I feel the children have been extremely well supported.
- Snacks are always healthy, and there is a good system for drink bottles.
- The school is prompt to notify of any illnesses via SkoolBag.
- Indoor spaces are homely, safe and inviting; outdoor spaces are suitably challenging for a wide range of gross motor skills.
- Particularly happy with the number of times the children have been able to go outside on the oval or nature play area.
- We could not be happier with the communication and personal relationships staff have made with our family and extended family. Grandparents who are occasionally needed to pick up, are also greeted and made to feel welcome.
- We are well informed. The teachers let us know about things through SkoolBag, the log-in computer, or when I pick up my child.
- Beautiful spaces for children to learn, positive culture and atmosphere fostered well by staff.
- Impressed with student involvement such as voting system for activities and responsibilities given; very happy with educational program.
- Inquiry based learning; the children are provided with varied experiences to learn.
- From our experience, all aspects of the SPW community is constantly being improved and reflected upon. We have noticed they strive for growth, and the time educators and all staff put into this inviting space is a credit to them.
- What is working well at SPW? The curriculum, learning and play environment, fantastic educators, support for parents and children.

The Seesaw app was implemented from Years Reception to 7 following the successful introduction of this program in the ELC in 2018. Seesaw is an application which enables children and teachers to upload live pictures and commentary from the classroom to parents. This app assists in informing parents of their child's learning progress.

SkoolBag, a free downloadable app for iPhone, Android and Windows, was introduced several years ago to encourage parents and students to engage with school activities, alerts and news in a paperless and online environment. It is a valuable tool which gives important alerts and reminders or changes to events, along with quick links to newsletters, parent /student /teacher interviews, canteen price lists, sport timetables, music schedules, e-forms for student absence and excursion/incursion permissions, school contact details etc – all which help in the day-to-day organisation for families.

Qkr!, another free downloadable app, provides a convenient way for parents and caregivers to make mobile payments for school-based accounts for school fees, school activities, lunch orders and uniform shop purchases.

## Students

The Student Services Leadership Council (SSLC), chose SCOSA as the charity they would support with their fundraising efforts amongst the student body in 2019, whilst at the same time continuing to support Anglicare. This group of students engage externally with the community as well as providing opportunities for student agency by running regular class meetings.

Following camps each year, students, via their classroom teacher, are able to provide feedback which in turn was discussed with our camp provider.

## Teachers

Teaching staff have continued with Performance Development sessions building mentor/mentee relationships. Plus, Minus, Interesting (PMI) sessions are held during teaching staff administration meetings when staff can openly provide feedback on any areas of further growth, or success, and then collaboratively develop solutions to the problems.

LeadLearn, Consult, a local firm which works with schools and in the corporate world, were engaged to assist all teachers R-7, including specialists, to understand the perceptions of their effectiveness as teachers in relation to student agency. Our facilitators, who are experienced teachers, have used a coaching model to work with our teachers, as part of the student surveys and observations.

## 7. 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 2019, by auditors William Buck. The financial report was prepared for fulfilling the requirements of the Associations Incorporations Act (SA) and the School's Constitution.

