



ST PETERS
GIRLS

School Performance Report 2016

INTRODUCTION

St Peter's Girls' School receives funding from the Australian Government through the Schools Assistance Act 2008. Accountability requirements attached to the funding require the School to provide information to the Australian Curriculum Assessment and Reporting Authority (ACARA) which is then published on the My School website and ensures that specific "School Performance Information" is made publicly available to the School community. This report contains the "School Performance Information" required by the Schools Assistance Act and has been collated under the headings specified by the Act. Much of the information contained in this report has been provided to the School community throughout the year in other forms such as the weekly Enews, fortnightly ELC Enews, Saints Alive, the School Magazine, School Diaries, Curriculum Handbooks and Student Handbooks. The information relates to the 2016 School year and expands on the information provided on the Commonwealth Government's My School website.

1. CONTEXTUAL INFORMATION ABOUT THE SCHOOL

St Peter's Girls' School has a long history of educating young women in Adelaide. Established 123 years ago by the Community of the Sisters of the Church, the School moved from North Adelaide to its 11 acre Stonyfell campus in 1957 to accommodate its growing numbers. We provide outstanding educational opportunities for students from Early Learning to Year 12 in an engaging, collaborative and dynamic environment. Since 1894, the School has built upon the legacy of our founding Sisters, who were brave pioneers of girls' education. Their daring vision and faithful determination continues to resonate with students today. Guided by their example, our holistic education encourages students to challenge, serve and lead with integrity and imagination in a global society.

The School thrives amongst beautifully landscaped gardens and heritage-listed buildings, bound on two borders by Ferguson Conservation Park. St Peter's Girls' School provides an integrated educational program from the Early Learners' Centre to Year 12 which encourages the highest possible academic, sporting, cultural and social standards. The Early Learners' Centre, Junior, Middle and Senior Schools are situated on the one campus, encouraging a strong School community through student interaction, the development of natural friendships and a striving for shared goals. Senior students have a choice of studying either the SACE curriculum or the International Baccalaureate Diploma Programme. As an IB World School, we promote opportunities for our students to become internationally-minded.

Our girls are responsible corporate citizens, committed to the principles of service, tolerance and empathy.

Each St Peter's Girls' student is empowered to discover her preferred educational path, explore individual interests and enjoy rich learning experiences to develop her unique abilities, personal qualities and individuality. By giving our girls the freedom to make choices about the paths they wish to follow at School, our students are inspired to actively engage in all their pursuits and achieve anything they desire. St Peter's Girls has a proud history of developing women of character and influence. Our graduates are creative, courageous and compassionate.

Our School is far more than a provider of an academically rigorous education; it is a place where students of all ages can nurture their passion to explore, learn and connect. Our educational programs prepare students for the world of tomorrow. Our students become innovative and collaborative thinkers who have a strong sense of self and determination to "have a go".

School's Governance

St Peter's Girls' School is governed by an independent Board operating under best practice governance principles for educational institutions. The Board is the responsible steward of the School and is accountable for the good governance of the organisation. It provides leadership, sets the strategic directions of the School and ensures its long-term financial sustainability. The Board promotes and practices ethical, informed and transparent decision-making.

The structure of the School

The School structure begins in the Early Learners' Centre (ELC). The ELC is a co-educational facility guided by the Reggio Emilia philosophy of early childhood education as well as the International Baccalaureate Primary Years Programme (IB PYP). Through nurturing each child's learning journey, the ELC assists children to embrace a world of enquiry and possibility. Their wonderings are explored, expressed, documented and celebrated. The staff work in partnership with the child as active researchers and offer the children every opportunity to explore their world through play.

The Junior School, catering for students from Reception to Year 6, provides a broad, challenging and contemporary curriculum based on the International Baccalaureate's Primary Years Programme built around the Australian Curriculum framework. The School is a fully authorized IB PYP School. Programs in the Junior School include rich and relevant classroom practices, an integrated pastoral care and social education program, a quality specialist teacher program including Art, PE, Music, Library and Languages (Mandarin, French and Japanese), House activities, leadership opportunities, excursions, an outdoor education program, camps and tours. All year levels participate in some form of camp experience.

The Middle School (for Years 7, 8 and 9) has a unique and structured curriculum that responds to the challenges and developing maturity of the emerging adolescent. It provides a broad and connected learning and teaching program that builds upon the successes of the Junior School. It engenders a spirit of inquiry and a joy of learning that fosters creative and critical thinking. Students study a broad range of disciplines including core subjects: Mathematics, English, Science, History, Geography, PE, RE, Health, IT and LOTE (Japanese, Mandarin or French). They also have a taste of the creative and Performing Arts subjects (Drama, Music, Dance, Art, Food and Textiles). In 2016 the Year 7 students spent a week camping in and exploring the Limestone Coast Region. Year 8 students spent a week camping on Kangaroo Island, while the Year 9 students were involved in an Aquatics Camp and an outdoor education journey on Fleurieu Peninsula. Students in Years 7 and 8 also follow a student-directed study program for two semesters called 'Futures' which enables them to undertake research projects in a range of areas including Digital Photography, Performing Arts, Studies in Food, Fabric and Textile Design, Creative Writing, Sport Development and Community Engagement. Students in Year 9 study three elective subjects as well as the core courses.

The Senior School caters for students in their final three years of schooling. Year 10 has been designed to ensure core curriculum areas are studied. These include English, Mathematics, Science, Humanities, and Health and PE. In Semester 2, the pre-IB English and Mathematics classes were introduced to support students in Year 10 to make choices regarding a SACE or IB pathway into Year 11. Students can choose subjects from the Arts, Design Technology and Languages to complete their learning program. Students in Year 10 completed the Personal Learning Plan (PLP), while students in Year 11 again completed their Research Project prior to undertaking their Year 12 studies. Students in Year 11 can choose either the IB or SACE pathway. The IB Programme attracted students in year one of the program and a healthy number of students continued with year two. Students in Years 11 and 12 have a large range of subjects to choose from and, in 2016, students chose from 28 subjects at Year 12 level and 21 subjects at Year 11 level. Throughout the year, a number of senior students were involved in international and domestic tours. Students in Year 10 travelled to the Flinders Ranges for their five-day outdoor education experience which included rock climbing, cycling and hiking.

Year 11 students participated in a shorter team-building camp which focused on the development of leadership and problem-solving qualities. Year 12s went on retreat which provided students with the opportunity to set goals and strategies to achieve success during the final term of study. SACE trial exams were held in the Term 3 holiday break to provide the students with a meaningful exam experience. By the completion of Term 4, all senior students were involved in the Head Start Program to help them consolidate their subject choices and prepare for the following academic year.

Accreditation and affiliations

St Peter's Girls has a strong affiliation with several other schools which were established by the same order of Anglican Sisters. Together, we form the Emily Group, named after Mother Emily who founded The Community of the Sisters of the Church (CSC) in 1870 in London. There are annual meetings between the six schools to discuss opportunities for exchanges, gatherings, shared history and educational matters. The other member schools are:

- St Margaret's College, Christchurch, New Zealand
- St Michael's Collegiate School, Hobart
- St Michael's Grammar School, Melbourne
- Canberra Girls' Grammar School, Canberra
- Perth College, Perth.

The spiritual dimension

Through worship (School Eucharists, Carol services, Chapel services) and by seeking Baptism and/or Confirmation in the Chapel, members of the School community have many opportunities to enhance their spiritual development. Chapel services include both combined worship and age-specific worship to fully cater for the needs of the girls. The religious program and Chapel services are aligned and the Chaplain is available to further the pastoral care program of the School.

School enrolment statistics

Early Learners' Centre	187 students
Junior School	278 students
Middle School	181 students
Senior School	192 students
TOTAL	838 students

This number varies to that listed on the My School website as it includes ELC children, mid-year Reception students and Full Fee Paying International students.

Student exchanges/visits

Throughout 2016 the School was involved in a number of exchange programs. Two schools from Japan, Yokohama Eiwa and Tokyo Joshi Gakuen High School, visited and participated in cultural exchange programs in the Middle and Senior Schools for one term. Additionally, we had students engaged in a reciprocal homestay cultural exchange with Senzoku Gakuen Girls' School, Tokyo, Miss Edgar and Miss Cramp's School in Montreal, and Sherborne Girls' School in the UK.

Special category students

In Term 4, 2016 we had the following special category students:

3 indigenous students

20 International students (FFPOS)

22 Students with Special Needs (i.e. those recognized for additional government funding). They are accommodated depending on level of need with three tiers of programs:

Tier 1	R - 12	comprehensive core instruction within the classroom	47 students
Tier 2	R - 12	target specific instruction withdrawn from the classroom	55 students
Tier 3	R - 12	intensive, instructional support withdrawn from the classroom	15 students

Special curriculum initiatives

In 2016 Entrepreneurship joined STEM as an emerging focus. Year 10 students were invited to participate in the Australian eChallenge in Schools competition hosted by the University of Adelaide's Entrepreneurship, Commercialisation and Innovation Centre. Two teams of four students participated in a series of workshops outlining the steps for building a successful business, from assessing an idea, considering marketing, finance and intellectual property, and delivering a presentation. Each team must develop a business proposal for a new, previously unfunded business concept. The two St Peter's Girls' teams finished first and second.

GEMS (Girls in Engineering, Mathematics and Science) was taught as a new Year 10 elective subject for the first time in 2016, with 15 girls choosing to study it. As well as developing an understanding of various science, design and technology, and digital technology skills in these areas, the program culminated in the National Finals of the Subs in Schools competition. In 2016 there were two new categories in addition to the model submarine. One team chose to design the interior accommodation space for a submarine (Spatial Design category), another team built a large ROV (Remotely Controlled underwater vehicle) and the third team build a remote-controlled model submarine. The Spatial Design team was the inaugural national winner in this category, the ROV team were runners up in their category and the submarine team received the overall Encouragement Award for the entire competition.

The School also recognise the needs of gifted and talented students as articulated by ACARA:

"Gifted and talented students are entitled to rigorous, relevant and engaging learning opportunities drawn from the Australian Curriculum and aligned with their individual learning needs, strengths, interests and goals."

To this end, the proposal for EDGE (Extended, Differentiated and Gifted Education) was developed and a Gifted and Talented Coordinator was appointed in 2016. The EDGE program provides a challenging learning environment with appropriate interventions in and out of the classroom. Students have a differentiated curriculum that provides extension, withdrawal and acceleration experiences as appropriate.

The Intensive Languages Program began in the Junior School, following a research project run by UniSA during the previous three years. Students now choose to learn either French or Mandarin Chinese from Reception. Students in R - 3 have two lessons per week and students in Years 4 - 6 have four lessons per week of their chosen language.

Curriculum

The Australian Curriculum is embedded into the curriculum for the ratified subjects. Faculties have developed performance rubrics and report to parents using the structure.

Junior School curriculum initiatives

- Junior School staff completed scope and sequence documents aligning the Australian Curriculum and the Primary Years Programmes (PYP)
- Excellent results in the Primary Maths Challenge - four State winners for individual entrants (various categories), one State winner for class entry, one Highly Commended for individual entry and an Educator Award (Sallyann Bruun and Kathryn Clark)
- Finalised the Self-Study Process and undertook the two day PYP Evaluation Visit in October 2016
- Continued progress in developing Canvas courses at all year levels in preparation for releasing to parents
- Worked in teams with eLearning Integrator to develop further integration of IT into curriculum delivery
- Scoped the Digital Technologies curriculum, planned the focus for each year level and purchased resources in preparation for 2017
- Increased use of NAO Humanoid Robot as well as a range of digital coding experiences
- Expanded lunchtime and after-school coding clubs in Years 3 - 6
- Investigated potential for introducing Mind Lab into the JS curriculum and co-curricular offerings; decision to progress this in 2017, and resources were purchased in preparation
- Continued to refurbish classrooms and furniture, based on research undertaken into effective learning spaces
- Large scale musical and dramatic production involving all Year 5 students, 'The Little Mermaid'
- Dance classes introduced into Reception and Year 1 curriculum – one lesson per week for two terms

Curriculum – Years 7 - 12

The School offers a strong academic, balanced and contemporary curriculum to respond to Australian Curriculum requirements, the needs of our students and the culture and strategic directions of the School. To promote online access to curriculum materials and support the growth in eLearning, the School has invested both staff and professional development into a new Learning Management System, Canvas. Faculties have responded by developing relevant and engaging materials to enhance both teaching and learning within the School context and beyond. The AITSL performance standards for teachers were utilised as a component of the appraisal process and were combined with lesson observations to inform professional discussions about improving practice.

Specific faculty initiatives and activities:

The Arts

Term 1

- Annual three-day Music Camp – 80 students from Year 5 - 12
- String day camp – Friday Week 7, JS and MS String students
- Supported Easter services
- Supported Choral Night

- Week 11, Strings Week – performances and workshops throughout the week including a twilight concert with guest performance by the Fleurieu Student String Ensemble on the Monday evening

Term 2

- GIJ : May 6 - 8 Stage Band and Enchante, Mt Gambier Generations in Jazz Festival
- Piano Competition and Recital Wed 18 May, 7pm Music Studio
- Week 4, Years 3 and 4 Music information evening
- JS percussion Ensemble Performance Tue 24 May, 10am Arts Centre Week 6
- Winter Music Concert All Ensembles June 9, 7pm Arts Centre
- Stage 2 SACE Music Solo Performances Wed June 15, 7pm Emmaus College
- MS and SS Dance Choreographic Evening Thurs June 16, 7 pm Arts Centre

Term 3

- August – Sisters of the Church Music Festival, tour to WA
- ABODA – Strings and Band Festival - String and Percussion Ensembles competed
- SACE Stage 2 Summative performance
- Spring Cabaret – 160 performers including an Old Scholars' choir and band
- Thursday club performance – extension program for Jazz vocal and instrumentalists
- Extension recorder group for Year 2s begins

Term 4

- Monday 24 October – Double Reed workshop Years 4 and 6
- Friday 28 October Eucharist and Celebration Day music support
- String Quartet and Trio Performance 6pm for World Teachers' Day
- Year 5 Musical – Week 3
- Tuesday 1 November – Twilight Percussion Concert
- Thursday 3 November – SACE Music Performance exam
- Sunday 6 November - Strings Concert at St David's Church
- Week 4 – Wendy's Vocal Concerts
- Tuesday 8 November – Year 9 Dance Class ADT Open Rehearsal
- Thursday 10 November P & F drinks Chiverton Lawns supported by the String Quartet/Trio
- 10 Nov – Senior Arts Night, Arts Centre
- Friday 11 November – Remembrance Day Service
- Thursday 17 November – Middle School Arts Night
- Friday 25 November – ELC Christmas Picnic/String Quartet/Trio
- Thursday 1 December – Carols rehearsal at Cathedral
- Friday 2 December – R - 2 Nativity
- Wednesday 7 December – Year 6 Graduation
- Thursday 8 December – Year 9 Graduation
- Monday 12 December – Rehearsals for Presentation Night Town Hall

English

- The year started with tremendous academic success: four merits in IB; two merits in English Communications; seven merits in English Studies
- Visit by Poetry in Action who performed two shows for students in Years 7 - 10

- ICAS English Competition - 13 distinction winners and the State medallist for Year 10 (Bethany Cross)
- Young Writers' Competition - Emily Loh was runner up in her category with the story 'Game On'
- Year 12 students Laura Bleby and Kritika Mishra were published in the Spring Poetry Anthology and, in that same competition, Mila Loechel was Highly Commended by the Friendly Street Poets
- In public speaking and debating, Saints Girls once again excelled. For the second year in a row, Aditi Tamhankar was the South Australian State winner in the Rostrum Voice of Youth (Junior) and she was also the state winner of the Legacy Junior Public Speaking Award. The School's debating success in 2016 was unprecedented: the two Year 7 teams finished in the top three (non-finals division); both Year 9 teams and all Year 8 teams made the finals series, and all progressed through at least the first round of finals; the Year 8 Grand Final involved a competition between two Saints; and the Year 9 team also won their grand final. Holly Wallman-Craddock (Year 8) and Emma Bleby (Year 10) competed in the Grand Final of the UN Voice of SA competition; Holly was the winner of the Junior section and Emma was the winner of the Senior section
- Undertook common moderated tasks in each year level
- Updated texts with a particular focus on Middle School English
- Developed courses on Canvas
- Developed new Stage 1 courses to reflect the updated SACE Subject Outline
- In-servicing regarding the new SACE courses to be implemented in 2017
- Developed task sheets and rubrics for assessing the Australian Curriculum performance standards
- Incorporated approaches for differentiation into the curriculum documentation
- Updated units in the faculty's curriculum document
- Conducted appraisals for all faculty staff
- Four staff attended the National English Teachers' Conference in July
- Michael Butler-Wills delivered presentations at the SAETA refresher course in February and at the SAETA Exam Revision Session in August; and provided in-servicing in the new English Literary Studies course at SACE clarifying forums throughout the year

Languages

- Continued with work to develop materials for the Canvas Learning Management system pages for students
- Report published for Intensive Languages Program [Research Project with UniSA]
 - received favourably by the public and others in the education sector
- Launch of Junior School Intensive Languages Program
 - choice of French or Mandarin Chinese from Reception
 - four language lessons a fortnight for R - 3
 - eight language lessons a fortnight for Years 4 - 6
 - considerable development of resources and materials by staff
- Continued development of program for ELC language lessons (Mandarin Chinese classes in all four rooms once a fortnight; Japanese classes in Ferguson and Hallett Rooms once a week)
- Mandarin Chinese classes for background speakers in the Junior School established as part of the curriculum

- offered on a withdrawal basis once a week
- Weekly Chinese conversation classes held at lunch time
 - overseen by a native member of staff
 - run by native Chinese students from the Senior School (often as part of IB CAS) for background Junior School students
- New staffing positions sourced
 - IB Chinese A to commence in 2017
 - IB Spanish ab initio to commence in 2017
- Global Exchange language component
 - third trip to Montreal in French-speaking Canada
 - second trip to Senzoku Gakuen near Tokyo in Japan
 - first group of students from Senzoku came to Saints in Term 1

Mathematics

- Continued refinement of the Years 7 - 10 Mathematics courses to match the Australian Curriculum – ongoing, but significant progress has been made with regard to improving and updating our dynamic AC documents
- Trial of Learning Field in Years 7 - 9 as a source of a range of textbooks, rather than one specific book – we have been using Learning Field exclusively in Years 7 - 10 in 2016
- Continued access to online HOTMaths as both a student resource and a teacher aide – not widely used in 2016, but will be a key focus for 2017, particularly in Middle School
- Focus on the ongoing understanding and use of Performance Standards in SACE Mathematics courses
- Staff preparation for 2016 Stage 1 SACE Mathematics courses as part of the new Senior Australian Curriculum – achieved by staff going to available SACE and MASA workshops; will continue into 2017 for the first year of Stage 2 SACE Mathematics courses
- Development and discussion of assessing and reporting using rubrics – ongoing
- Trial of Stage 1 Essential Mathematics as a 10 credit subject in Year 10 Semester 2
- Introduction of IBDP Mathematical Studies SL as a viable subject in 2017
- Retirement of two long-serving Maths department staff members
- Encouragement of student involvement in activities such as AMC and ICAS competitions, MASA Quiz Night, SA Schools MC
- Development of Canvas courses for all Maths subjects

Science

- Introduction of Year 10 GEMS elective subject
- Continued development of Year 7 Science Inquiry with increased focus on specific Science Inquiry Skills e.g. data processing and analysis, variables
- Implementation and completion of year two of new IB Science program, including first assessment of the new individually designed Internal Assessment
- Further incorporation of Scootle ICT resources into courses and selective incorporation of Science by Doing resources and pHET simulations

- Participation of all Year 7 and 8 students in Oliphant Awards to promote the link with Science Inquiry and Science as Human Endeavour strands
- Further development of Science Performance Standards for Years 7, 8, 9 and 10
- Participation of all Year 7 - 10 students in Big Science competition and selected students in ICAS Science Competition to further determine student achievement in the Australian Curriculum
- Participation of selected Year 10 and 11 students in the Science Olympiad exams
- Extensive development of Canvas courses including content and assessment
- Staff attended several targeted professional development activities – IB staff attended workshops on use of fieldwork; SACE staff attended implementation workshops for new Stage 1 courses to be delivered in 2017; lab staff attended PASCO software workshop

Humanities

- Acknowledge and participate in the Centenary of ANZAC commemorations through ACARA History Curriculum, School newsletter, assemblies, ANZAC Day and Remembrance Day
- Year 7 - 10 students participated in both the Australian Geography and History Competitions
- Students encouraged to take an individual direction with their further study of History through the Simpson Prize Essay, National History Competitions and Premier's ANZAC Spirit Award
- Faculty time devoted to new ideas and pedagogies stemming from both the HTASA and GTASA state conference attendance
- Appraisal process to meet both school and faculty goals in relation to the AITSL standards
- A focus on differentiating the curriculum to incorporate assignment facilitating success-oriented options catering for differing abilities, leaning modes and student choice.
- Revamp the Stage 1 Business and Enterprise curriculum to focus on student-directed small business and entrepreneurship activities and assessments, with the candle/cap businesses linked to House charities
- Support the resourcing and professional learning of teachers undertaking the IB History, Psychology and Economics curriculum
- Experiential learning as the focus of Year 12 Business and Enterprise including excursions to the Adelaide Business and Enterprise Centre and Business Leader forums
- Aim for a minimum of one immersion, excursion or incursion activities per year level for Humanities, such as the first visit for Year 9 Geography to the Gawler Food Forest
- Develop students' awareness and involvement in National Reconciliation Week
- Provide students with leadership opportunities through participating in the school's revised RAP (Reconciliation Action Plan)
- Year 11 Legal Studies class has been competing in the South Australian Law Society Mock Trial Competition for the first time
- Year 12 Legal Studies students have competed in High School Mooting Competition conducted through the Bond University Faculty of Law
- Focus on the Kokoda campaign in Year 10 History due to the 75th anniversary in 2017

Health and Physical Education

- Canvas grading across all HPE year levels
- Use of standardised rubrics for assessment across all HPE units in Years 3 - 12
- Alignment of achievement standards to Australian Curriculum HPE (reporting)
- UniSA link with Year 10s participating in workshops at UniSA and at school
- Bronze medallion awards completed by Year 10 students
- R - 2 Swimming changeover to DECD for more specific outcomes
- 'High Performance' subject used as a conduit to senior PE in the following years
- Health guest speakers attending school to improve students' social media usage
- Introduction of self-defence into the Year 12 PE curriculum
- Beginners' Coaching Certificate for all students mentoring/coaching in the younger years
- Accurate progression of outdoor education skills across Years 7 - 10

eLearning ELC - 12

- Continued refinement of our implementation of the Canvas Learning Management System. This included:
 - 213,472 interactions with Digital Assignments created or delivered within Canvas. This represents an increase of 58,903 interactions from the previous calendar year.
 - 143,180 interactions with the digital content created in Canvas wiki pages. This represents an increase of 39,687 interactions from the previous calendar year.
 - 84,699 files students have accessed through their Canvas courses. This represents an increase of 3791 interactions from the previous calendar year.
 - 104,435 grades delivered to students through Canvas. This represents an increase of 26,592 grades delivered through Canvas from the previous calendar year.
 - 27,928 interactions with quizzes and surveys created within Canvas. This represents a decrease of 10,653 interactions from the previous calendar year.
 - 60,547 interactions with digital content organised in Canvas Modules. This represents an increase of 24,659 interactions from the previous calendar year.
 - 29,670 interactions with interactive Canvas discussions. This represents an increase of 8001 interactions from the previous calendar year.
- Introduction of guidelines to bring consistency in the way that teachers engage and construct digital learning environments through the Learning Management System. Guidelines introduced included:
 - Canvas Course Checklist
 - Canvas Course Settings
 - Markbook use in the Middle School
 - Markbook use in the Senior School
 - Setting Homework in the Middle School
 - Viewing Homework set for Middle School students via Browser
 - Viewing Homework set for Middle School students via Canvas App
 - ePortfolio URL Distribution (ELC)
- Introduction of new roll over procedure for Semesterised subjects for Canvas courses
- Consolidation and formalising the process of sharing learning with parents within the ELC via ePortfolios.

- Introduction of Ada, our second NAO Humanoid Robot dedicated solely to the ELC
- Extensive Professional Learning programs developed and delivered to teaching staff at a faculty, and small group setting including:
 - Renaming courses in Canvas
 - Creating faculty-based outcomes for learning in Canvas
 - Sharing content and shared assessments across faculties
 - Backing up devices and files to OneDrive web instance
 - Backing up devices and files to OneDrive on the iPad
 - Using the office suite on the iPad
 - Muting assignments
 - Linking content in courses and Homework events
 - Providing feedback in Speedgrader using the audio and video comments functions
 - Managing regular formative testing in the Junior school in Canvas
 - Speedgrader and Canvas Rubrics in the Middle and Senior Schools
 - Importing video content across courses
 - Cross listing classes in the Middle School
 - Using Synergetic: Created a Canvas course to house all how-to information
 - Exporting the Canvas Markbook: Ranking students for Academic Awards
 - Present and Explain: Explain Everything
 - Word Processing: Word online, OneNote web instance and iPad application
 - Using Class NoteBook (fully integrated within Canvas) for students to journal, or collaborate as a class
 - Using new Promethean Boards effectively
 - Canvas Teachmeet
 - Creating, and embedding video content into Canvas courses
 - Critical Thinking: Canvas Quizzes & Discussions - Interpreting & Analysing data from Canvas quizzes and creating critical discussions
 - Critical Thinking: Osmo & Kahoot: Exploring how Osmo can be used to develop problem solving for ELC - 4 students and to 'make learning awesome' with Kahoot
 - Creative Thinking: Padlet & Poll Everywhere. Exploring Padlet & Poll Everywhere to brainstorm, collaborate, engage student voice and class polling
 - Creative Thinking: 3D Timeline; harnessing the power of seeing into other worlds, eras and cultures; creating 3Dimensional experiences of time
 - Creative Thinking: time lapse. Capturing the learning process with time lapse; capturing all of the learning from ideation to product
 - Creative Thinking: green screening; exploring using green screen to create video reports that appear you are present anywhere in the world, in any time
 - Caring Thinking: moving from Click Activism to service; the shift of social power has enabled Gen 'Edge' to expect and participate in reform; exploring ways to help students find their voices through technology
 - Caring Thinking: positioning technology as a social connector

- “Technology isolates students.” Or does it? Exploring strategies to use technology to connect students
- Sharing between Apps: Camera Roll
- Creating videos: iMovie
- Extensive co-planning and in classroom support for
 - The use of Explain Everything on the iPad
 - ELC - 6 digital technology
 - The use of iMovie on the iPad for Year 4 - 8 students and Laptop application for Year 9 students
 - Backing up files with OneDrive in the Senior School
 - Integration of Tex, the NAO Humanoid Robot into Units of Inquiry in the Junior School
 - The creation and use of QR codes to introduce the Rite Journey to Year 9 families
 - Modelling the use of productivity applications and uploading digital products to Canvas
 - The development of a Unit of Inquiry and the use of the NAO Humanoid Robot
 - Modelling the use of Quicktime to screencast and capture learning processes
 - Introduce productive pedagogies supported by innovative technologies to improve student engagement
- The development of an ELC - 12 Digital Technologies Scope and Sequence that integrates and makes explicit key thinking skills, digital citizenship, and ICT skills for implementation in 2017
- Implementation of ICT Capability building learning to prepare students to enter and exit the Middle School
- Development of ICLT Professional Learning into the standard staff induction process
- Extensive professional Learning for teaching staff addressing the creation and delivery of digital content
- Supporting the Robotics Club to extend students in Years 6 - 8.
- Created and presented at parent information evenings in the Middle School and Junior School in the use of iPads in our 1:1 program
- The development of innovative digital programs to support students within Learning Strategies including the use of Osmo and iPad pro
- Raised expectations and shared practice around the integration of the O365 suite for students; this enabled students to share rather than send digital content anytime, on any device, anywhere they had an internet connection
- Revision of the 1:1 App list to ensure that staff make use of productivity and creation apps rather than ‘wonder apps’
- Sharing the extensive integration of innovative technologies and best practice around the use of ActivTables, ActivPanels, Lightrooms and iPads in the ELC internationally
- Regular sharing of ‘tips and tricks’ and pockets of innovative practice on the digital display in the staffroom to promote professional learning

Cross-discipline Senior School

Research Project

- Conduct annual review of Course Content
- Archive and update student and teacher information
- Further develop and update modules and resources for Canvas (LMS)
- Continue to operate using a collaborative teaching model
- Confirm SACE Performance Standards for 2016
- In-service RP teachers on approaches to learning, moderator feedback and changes to course
- Source current, innovative multimedia materials to support student understanding
- Attend Clarifying Forum
- Expand Learning Intentions
- Make available SurveyMonkey for students as a research option
- Use past students and student exemplars to model good practice to students
- Adjust Action Plans in order for students to better achieve course requirements within allocated timeframes
- Organise and facilitate faculty meetings to discuss pedagogy, course content and student proficiencies
- Identify at-risk students and develop strategies to support their progress through differentiated approaches
- Provide opportunities for internal moderation of all Assessment Types
- Incorporate Research Project as part of the Head Start Program
- Offer Research Project A option for students
- Instruct and support Year 12 students to complete Research Project by the end of June

Extended Essay

- Archive previous Course Content in ManageBac
- Review Course Content and update Extended Essay Information Booklets for 2017
- Further develop and update modules and resources for Canvas (LMS) for 2017
- Source current and innovative multimedia materials to support student understanding
- Provide ManageBac In-service for IB teachers especially teacher not previously involved
- Manage content in ManageBac for teachers and students
- Trial Researcher Reflection Space with the 2016 cohort
- Use OCC exemplars to model good practice to students and support their understanding of subject requirements
- Adjust Extended Essay schedule in order for students to better achieve course requirements within allocated timeframes
- Participate in faculty meetings to discuss supervisor roles, record keeping and student progress
- Identify at-risk students and develop strategies to support their progress through differentiated approaches
- Provided a transition program for Year 11 IB students in Semester 1 and 2 in order to equip students with relevant research skills
- Explore Supervisor requirements for 2017 (i.e. number of staff required) and implications to teaching loads

Professional learning

The focus of professional development aligns with the School's strategic directions and has included the following:

Australian Curriculum

- AITSL teacher professional standards
- SACE
- PYP
- IBDP
- ICT
- Cyber safety
- Wellbeing.

Camping and outdoor education programs

Junior School

Reception and Year 1 Sleep Over

Years 2 and 3 - three-day Camp to Narnu Farm or Victor Harbor

Year 4 - three-day Earth Keepers Camp (McLaren Vale)

Year 5 - Study Tour Sovereign Hill (Ballarat)

Year 6 - Study Tour Canberra

Middle School and Senior School

Year 7 - five-day Camp (Robe)

Year 8 - five-day Camp (Kangaroo Island)

Year 9 - five-day camp (Fleurieu Peninsula/ Aquatics / Duke of Edinburgh Camp)

Year 10 - five-day camp (lower Flinders Ranges)

Year 11 - two-day Retreat at Glenhaven, Stockport

Year 12 - two-day Retreat at Mt Lofty House

Co-curricular activities

The co-curricular program at St Peter's Girls' School not only supports the academic life of a student but has long been recognised as a way a student can indulge a passion, try a new skill, learn and develop leadership, social, and organisational skills, and to provide service to the School and community. Our philosophy is that full engagement in the life of the School will develop well-rounded, confident, ethical, articulate, resourceful young women. There is a wide range of activities available including sports, the Arts and special interest clubs.

Below is a small sample of the most popular co-curricular activities at St Peter's Girls' School in 2016.

Choirs

Junior Choir, Concert Choir, Chamber Choir, Vocal Quintet, Junior Jazz, Enchante

Ensembles

Flute Ensemble, String Extension Group, Junior Strings, Junior Orchestra, Senior Strings, Intermediate Strings, Junior Percussion, Intermediate Percussion, Senior Percussion, Clarinet Ensemble, Guitar Ensemble

Bands

Chapel Band, Concert Band, Stage Band, Developmental Band, Rock Band

Other

Years 6 - 12 Debating, Duke of Edinburgh Awards, Aerobics, Netball, Athletics, Swimming, Gymnastics, Soccer, Tennis, Basketball, Softball, Hockey

Clubs

Years 3 - 11 Chess Club

Years 7 - 12 Environment Club

Years 3 - 6 Coding Clubs

Community service

Thanks to the Sisters of the Community of the Church, we have a strong heritage of service and work for those less fortunate and for those in need. Students provide food for the Mary Magdalene Centre and senior students serve on a Saturday night in Term 1.

Year 10 Students plan activities to support and develop relationships with the four House charities: Kennion - Kickstart for Kids, Kilburn - Anti-Cancer foundation, Selwyn - The Smith Family, Patteson - The Refugee Association.

Junior School

Chapel Leaders/SRC/Peer Support/involvement in whole-School fundraising activities

Middle and Senior Schools

Coordination of School Support for the Mary Magdalene Centre

World Environment Day (Green Up Clean Up)

The Community Service Prefect and SRC Chair coordinate fundraisers for a variety of local, national and international causes; they also devise a roster for support at the Mary Magdalene Centre throughout the year
CAS - Cambodia House building and service learning program with PAC

The ArtsDance

Reception and Year 1 – contemporary dance with dance concert in Term 3

Co-curricular dance classes available for students in Years 1 - 6

Drama

Co-curricular Drama classes are available for students in Years 1 - 4.

Year 5 and 10 Production

SPAA (Saints Performing Arts Academy)

Technical Theatre Group

Aerobics

Junior and Senior Aerobics teams

South Australian and National Competitions

MusicJunior School

Junior Choir, Junior Flute Ensemble, Year 2 Recorder, Year 3 Strings Program, Year 4 Instrumental Program, Community Concerts, Year 5 Drama Production, Junior Strings, Junior Percussion

Middle and Senior School

Middle School Choir, Middle School Flute Ensemble, Chamber Choir and Jazz Choir (Enchante), Rock Band, Percussion Ensemble, Community Concerts, Senior School Choir, Senior School Flute Ensemble, Choral Night Competition

Available at all levels: Instrumental and Vocal Tuition, School Orchestra, Chapel Band, Stage Band. String Orchestra, Concert Band One, Concert Band, Developmental Band

Sport

R - 2

Term 1 - Gymnastics/Yoga, Tennis

Term 2 - Soccer Skills, Kelly Sport Multi-Sport Program

Term 3 - Netball, Kelly Sport Multi-Sport Program

Term 4 - Cricket, Gymnastics/Yoga, Tennis

Junior School: Years 3 - 6

Term 1 – Athletics, Aerobics (Year 6), T-Ball, Softball, Tennis, Swimming, Equestrian

Term 2 - Netball, Aerobics (Year 6), Gymnastics, Hockey, Cross Country, Lacrosse

Term 3 – Athletics, Basketball, Gymnastics, Netball, Soccer, Lacrosse

Term 4 - Tennis, Softball, T-Ball, Volleyball (Years 5 and 6), Water Polo (Year 6), Rowing (Year 6)

Middle School and Senior School

Terms 1 and 4 - Athletics, Aerobics, Basketball, Softball, Swimming, Tennis, Rowing, Volleyball and Water Polo

Terms 2 and 3 - Aerobics (Term 2), Hockey, Badminton, Netball, Soccer, Lacrosse, Cross Country.

In 2016 the following sporting awards were presented to St Peter's Girls' School:

Athletics

- SSSSA A2 Champions
- IGSSA U13 champions
- IGSSA U14 champions
- IGSSA Overall winners
- IGSSA Field event shield
- U15 State knockout winners (competed in Canberra)

Lacrosse – Under 13 Minor Premiers

Tennis – IGSSA Open A Premiers

Badminton – IGSSA Open B Premiers

Softball – IGSSA Open B Premiers

Water Polo – CESA (Catholic Sports)

- Years 7 and 8
- Open B Premiers

Rowing – Head of the River

- Year 10C winners
- Year 8B winners

Swimming

- IGSSA U14 champions
- IGSSA U15 champions
- IGSSA overall winners

Volleyball

- IGSSA – Middle A Premiers
- Beach Volleyball – Year 9 Div 2 winners

Annual School sports events

Athletics Sports Day Year 4 - Year 12

Swimming Sports Year 4 - 12

Summer and Winter House Sports Competitions

Cross Country R - 9

da Vinci Decathlon

Year 5, 6, 7 and 9 students participated in the annual South Australian da Vinci Decathlon, hosted by St Peter's Girls' School. The Year 7 team travelled to Sydney to compete in the Nationals. Year 5 and 6 students competed in the inaugural Year 5 and 6 South Australian da Vinci Decathlon

Public speaking and debating

Year 5 and 6 Junior Orator and Year 4, 5 and 6 Poetry Recital Inter-School Competition, Year 7 Junior Orator Competition and Poetry Recital Competition, Plain English Speaking Award, Legacy Public Speaking Competition, Other Competitions by Invitation, Year 6 Inter-School debating.

Student leadership opportunities

Junior School

Year 6 Leaders: House Co-Captains, House Swimming Captains, House Athletics Captains, Quiz Captains, Choir Leaders, Chapel Leaders, Library Leaders, Student Guides

Year 6 Team-Building and Leadership Day

Year 6 Peer Support training

SRC: R - 6 representatives on the Junior School SRC

Year 6 representatives attended Young Leaders' Day

Involvement in Anglican Schools' leadership event

Middle School

Each of the four houses elects a Middle School Student Leader and Sports Captain. There is also a Middle School Leadership Group divided into distinct portfolios including Events, Environment, Choir, Student Support, Chapel and Outdoor Education. One representative from each Home Group sits on the School's SRC.

Senior School

In Year 12 the following Prefect positions exist:

Head Prefect, Deputy Head Prefect, SRC Chair, Community Service, Sport, Debating and Public Speaking, Chapel and Music Captain and four House Captains

Other leadership positions include:

Head Chorister, Choir Leaders, Deputy House Captains, Music Ensemble Captains and Sports Captains

One representative is selected from each Home Group in Year 10 and 11 to form the SRC; representatives from Year 12 House groups form the SRC Executive

Year 12 Prefects – Leaders' Orientation Morning

Senior School representation at the Science and Engineering Challenge, National Youth Science Forum

Student Wellbeing Leaders

Staffing

The staff at St Peter's Girls' School are a healthy mix of experienced and highly capable professionals and young energetic new members. There is a sense of mentoring and collegiality. All staff work towards addressing the needs of the individual learner and strive to provide a contemporary futures-oriented curriculum based on sound pedagogical foundations.

In 2016, staff were engaged in a range of professional development activities ranging from imbedding ICT as a classroom tool, developing the PYP inquiry framework for implementation into Junior School classes, IB Diploma subject workshops, Australian Curriculum updates and SACE information. A number of staff continued their studies in the Masters in Education Program at the University of South Australia. Collaboratively and onsite, they studied designing for online learning, and leading educational change and management.

Community outreach

Many opportunities are on offer for both parents and students to be involved in volunteering within the School. These exist in the libraries, the LAP program, classroom reading programs, literacy support in Junior School classrooms, coaching sport teams, excursions, Parents' and Friends' Association, Mothers' Club, Friends of Arts, Friends of Sport, Friends of Rowing and Saints Girls Gym Club.

The global service learning program continued in the School. Year 11 students travelled to Cambodia with PAC to build a house in conjunction with Habitat for Humanity. The whole School community was involved with fundraising with the Buy a Brick campaign. The students also worked in the New Hope Orphanage, improving the grounds and supporting the students in the classrooms.

Pastoral care

At St Peter's Girls' School, we believe every student needs and deserves individual care.

Effective pastoral care in our School setting requires a close, supportive community committed to nurturing and developing the social and personal competencies of all within it.

Our teachers are mindful of nurturing the full range of competencies in their teaching - academic, social and personal - and developments in all these areas are regularly assessed and reported to parents.

The particular approaches to the provision of pastoral care will vary depending upon the age of students. In the Junior School, the classroom teacher assumes great importance in knowing and understanding each child in their

care. In the Middle and Senior Schools, the Home Group teacher assumes responsibility for the on-going welfare of students within their Home Group.

In addition, the Student Counsellor plays an important role, providing specialist guidance in personal matters. We believe our students have an equal right to learn, work and play, while being treated with respect and dignity. We encourage them to appreciate their own worth and that of others, so that each can reach her potential.

As our young people develop, we seek to build their understandings so that they can make wise life choices.

Pastoral care activities and programs, Chapel services and guest speakers are all integral to the development of these skills and values, as are the relationships between the School, students, staff and families.

Junior School pastoral care

Junior School students use the “I Can Do It” Program (Program Achieve) with the emphasis on building the five skills for success:

- Confidence
- Organisation
- Persistence
- Getting Along
- Resilience.

The aim of this program is to build emotional resilience. The Junior School Pastoral Care Program was also supported by School Counsellor Mrs Nicole Letch, who ran special focused programs to develop social skills and emotional resilience throughout the year. With Years 4 and 6, she coordinated a Healthy Peer Relationships Program with staff and students. Year 6 students led the “Peer Support Program” with Year 2 - 5 student groups.

Other Junior School pastoral care activities include:

Buddy class activities, House activities, Sub-School assemblies, social interaction with boys’ schools, recognition of effort, achievement and upholding School values through the IB Hall of Fame (R - 6), class meetings, SRC Discos (R - 1, Years 2 - 4, Years 5 - 6), Year 6 Team-Building Afternoon, Young Leaders’ Day, Year 6 Dinner, Inter-House Quiz Afternoon, and student orientation programs.

Middle School and Senior School pastoral care

At the beginning of the year as part of the Orientation Program, Middle School students took part in a Year 9 Aquatics Camp. Pastoral care topics included activities that support the structured Middle School program throughout the year, covering behaviour management, time-management, conflict resolution, coping, surviving study, resilience, negotiating with adults, coping with relationships, learning to say “No”, self-acceptance, courage to be different, rights and responsibilities, orientation activities, Duke of Edinburgh, House dinner and socials. Counselling is available for students and parents, with the Counsellor working closely with the Head of Middle School and Home Group teachers to plan and deliver age-appropriate programs.

The Senior School program centres on developing skills for life. Topics include study skills, motivation and examination preparation as senior girls evolve as independent learners. The girls participate in teams to take risks and challenge their abilities to understand how each other works through group dynamics sessions. They learn to assess their own health and wellbeing through both the Pastoral Care Program and Health Program.

Year 10 students set goals and developed a positive approach to resolving issues. Habits of Mind are incorporated as tools for learning through the Personal Learning Plan and Research Project, and all girls are encouraged to learn to be effective problem solvers. Seminars on drug and alcohol education were held at all senior levels with expert guest speaker Paul Dillon in attendance. The Formal and other year level activities ensure there is a good balance between work, life and social interaction.

Community support groups within the School

The community support groups within the School continue to grow and make a significant contribution to St Peter's Girls' School. For these groups, it is rewarding to be able to make a difference in the lives of Saints Girls of today and tomorrow, and support the staff in providing the best possible learning environment for our students.

Parents' & Friends' Association

During 2016 the Parents' and Friends' Association (P&F) continued to foster community spirit and raise funds through a range of social events and initiatives. Once a month, the P&F holds a meeting where there are opportunities to discuss and plan upcoming events. Members also hear from the Principal and the Foundation Manager about initiatives, achievements and matters within the School. In 2016 the P&F hosted the annual parent welcome function 'Drinks on the Lawn', and an all-inclusive School community-focused event in February 'Twilight Cinema'.

Mothers' Club

The Mothers' Club aims to foster social contact between parents and to raise funds to support their daughters. In 2016, the Mothers' Club continued their friend-raising & fundraising initiatives and events, selling gift boxes at the Twilight Cinema, selling Entertainment Books, hosting the Mums' Night In, and organising a very popular Fathers' Night Out at a local Bowling Club. The Mothers' Club also hosted our new parents' welcome morning tea, and a School-wide BBQ for our students in partnership with the Year 12s on Chiverton Lawns on the last day of term. All funds raised at the 2016 events go towards upgrading outdoor spaces for our girls.

Friends of Arts

This volunteer group works with the Arts Faculty to fundraise and support performances undertaken by the students, both on and off campus. In 2016 the Friends of Arts again assisted with various events including the Year 5 production of 'The Little Mermaid', our Year 12 Production, the Spring Concert and our annual Winter Cabaret. The group also assisted with other events including the Ardrossan Music Camp and arts nights held to showcase the work of our students. Funds raised in 2016 go towards purchasing new School music banners for our concert band.

Friends of the Early Learners' Centre

This group supports the growing numbers of families in the Early Learners' Centre by providing a range of informal and advertised events. The Friends of the ELC are a very enthusiastic group and, in 2016, hosted events such as parent information nights, the Mothers' Day Morning Tea, Fathers' Day Breakfast, a Ladies' Day Out, the ELC Welcome Back and end of year Christmas celebration picnics. The Friends of the ELC played a huge role in organising the ELC art exhibition and Grandparents' Day. In 2016, over \$15,000 was raised and this went towards purchasing our new ELC robot 'Ada'.

Saints Sport Support Group

The SSSG aims to help increase student involvement in sporting pursuits, whether as participants or in a coaching or officiating capacity. This is not just for competitive reasons but because we believe that physical activity is good for health and wellbeing, and that a lifelong foundation for this belief should be instilled while still young. Through fundraising and support, SSSG strives to make sport something that all girls want to be a part of throughout their years at the School and beyond. This year, the SSSG assisted with a range of events and fundraising initiatives, including the swimming carnival, summer and winter Interhouse Sports Days, the annual Sports Day at the SA Athletics Stadium, Cross Country Fun Run and the Sports Awards presentations. Funds raised in 2016 were used to provide Level 1 coaching skills courses to all of our student coaches and mentors, a new high jump mat, and the opportunity for Year 10 students to complete the Royal Lifesaving Bronze Medallion. SSSG continued to support the end of year Sports Awards by acknowledging student coaches and sponsoring the Student Coach of the Year Award.

Friends of Rowing

The Saints Girls' Friends of Rowing group continues to support the School in developing the rowing program. Some of the ways in which the Friends of Rowing aim to assist the development of the program include fundraising, assisting with camps, supporting crews at regattas, transporting and erecting marquees, securing sponsorship, organising social functions and liaising with the School via the Director of Rowing and the Foundation Manager. In 2016, the group continued to attract many sponsors to help subsidise the costs involved in the sport. Successful events such as the season opening barbecue, 'Come and Try' sessions, and Head of the River regatta and dinner, helped parents and students to celebrate another wonderful season.

2. TEACHER STANDARDS AND QUALIFICATIONS

Teaching staff at St Peter's Girls' School are highly qualified. All undergo training in mandatory notification and First Aid, and hold the necessary qualifications for teacher registration in South Australia. The qualifications of staff at St Peter's Girls' School in 2016 ranged from diplomas to Master's degrees:

Qualification	Teaching Staff
Master's degree	16
Double degree	9
Degree	22
Degree and additional qualifications	41
Diploma	9

Professional development

The teaching staff are continually involved in professional development to update curriculum knowledge and pedagogy and to stay abreast of new findings.

Retention rates of staff

8.00 FTE (12%) of staff left at the end of 2016.
 The total of teaching staff was 68.91 FTE, therefore we retained 88%.

3. WORKFORCE COMPOSITION

The workforce at St Peter’s Girls’ School consisted of:

Secondary Teachers	42.64
Junior Teachers	26.28
ESOs, Administration	34.83
Maintenance Staff	5.20
	108.94

This number is FTE not the number of employees. There are a number of part-time positions within the School.
 There are 0 indigenous employees.

4. STUDENT ATTENDANCE

The attendance rate for the 2016 school year for each year level is as follows:

Year Level	Attendance Rate per year level
Reception	94%
Year 1	94%
Year 2	95%
Year 3	95%
Year 4	96%
Year 5	95%
Year 6	95%
Year 7	95%
Year 8	96%
Year 9	96%
Year 10	94%
Year 11	94%
Year 12	95%

Term	Attendance Rate per Term
Term 1	96%
Term 2	95%
Term 3	93%
Term 4	95%

Non-attendance is recorded electronically using Synergetic at the beginning of each day during Home Group for Junior School students and every lesson for Middle and Senior School students. If a student is recorded as absent on an electronic class roll and no reason is marked against the student’s name, the Front Office Receptionist will ring the family to inquire about the reason for absence or the whereabouts of the student. Students who arrive after the first bell are required to report to the Front Office. Reasons for non-attendance are predominantly for sickness, medical reasons, appointments or any explained absence given by a parent. Students travelling overseas with their parents are recorded as absent, even though their non-attendance is explained.

Students who are on a School related event, e.g. sport, work experience, School trip, or camp, are not recorded as absent.

5. SENIOR SECONDARY OUTCOMES

The results for the SACE and IB students of 2016 were excellent. Outstanding achievements include:

One Governor's Commendation (one student achieved merits in five Stage 2 subjects)

One IB student achieved 44 out of 45 which put her in the top 2.74% of student from around the world

The Tennyson Medal for excellence in English, awarded to a student from the School for the fifth consecutive year

60 overall merits

18 IB merits

100% of the graduates were awarded the SACE or IB Diploma

18.6% of students achieved an ATAR over 99

48.8% of students achieved an ATAR over 95

The median ATAR was 92.6

77% of students received their first preference into university

Four Year 11 students awarded a merit in Stage 2 subjects

6. STUDENT OUTCOMES

2016 NAPLAN Results

Year	Test	SPG Mean	National Average	% reached the National Minimum standard	Number absent	Number withdrawn	Number Exempt
Year 3	Reading	491.6	425.7	100	1	1	0
	Writing	463.6	420.5	100	1	1	0
	Spelling	468.0	420.1	100	1	1	0
	Grammar, Punctuation	492.9	436.3	100	1	1	0
	Numeracy	420.6	402.2	100	1	1	0
Year 5	Reading	556.1	501.7	100	0	0	0
	Writing	547.3	475.4	100	0	0	0
	Spelling	552.6	492.9	100	0	0	0
	Grammar, Punctuation	589.6	505.0	100	0	0	0
	Numeracy	560.6	492.9	100	0	0	0
Year 7	Reading	604.7	541.0	100	0	3	0
	Writing	571.9	514.7	98	0	3	0
	Spelling	583.9	542.9	100	0	3	0
	Grammar, Punctuation	620.2	540.2	98	0	3	0
	Numeracy	611.4	549.5	100	0	3	0
Year 9	Reading	626.8	580.6	100	0	1	0
	Writing	610.7	548.4	98	0	1	0
	Spelling	614.5	580.3	100	0	1	0
	Grammar, Punctuation	630.9	570.3	100	0	1	0

	Numeracy	636.9	588.8	100	0	1	0
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This was a very pleasing set of results, continuing the School's record of having students performing well above the national average.

7. PARENT, STUDENT AND TEACHER SATISFACTION

Overall, satisfaction levels at the School remain high, with sound retention rates for students and teachers, and continued enrolment growth.

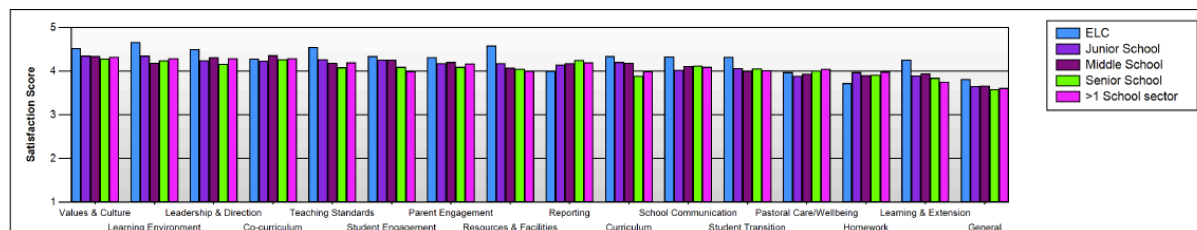
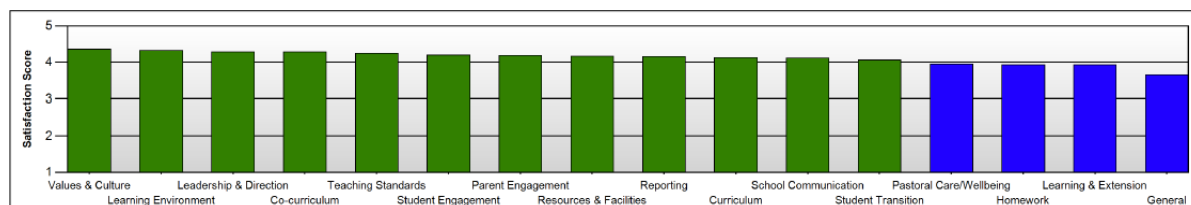
If families depart below Year 12, the School actively seeks to determine the reasons for leaving. The number of departures in 2016 was comparable with previous years, with the most common reasons for leaving being relocation or financial difficulties.

St Peter's Girls has a very engaged community who regularly share their views about the School's initiatives and plans. The School prides itself on maintaining open and efficient lines of communication with the various members of the community at all times. Community members regularly receive information and updates about School developments via the electronic weekly news, the website and our printed, biannual newsletter Saints Alive. Parents are encouraged to attend a variety of formal and informal events throughout the year, and they connect with staff on a range of levels to provide feedback about their experience at the School.

Parent satisfaction

Parent involvement is very high at St Peter's Girls, with various community groups established to support the School through volunteer assistance and fundraising. These groups, with membership running into the thousands, also cement firm ties between the School and parents, providing further opportunities for feedback about the School's values and operations.

During Term 1 of 2016, the School conducted a survey of parents which returned an overall satisfaction rate of 81% (4.06 out of 5).

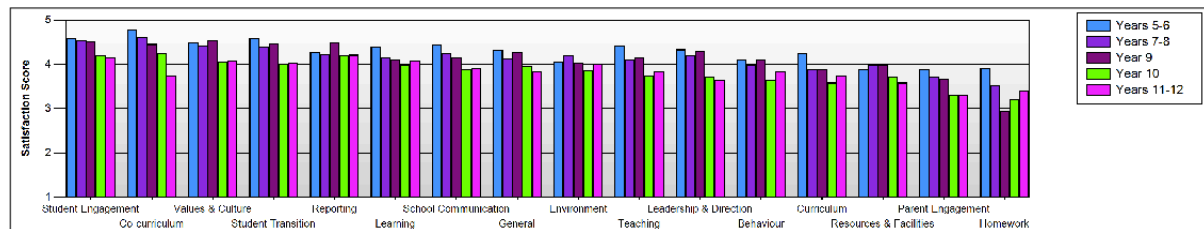
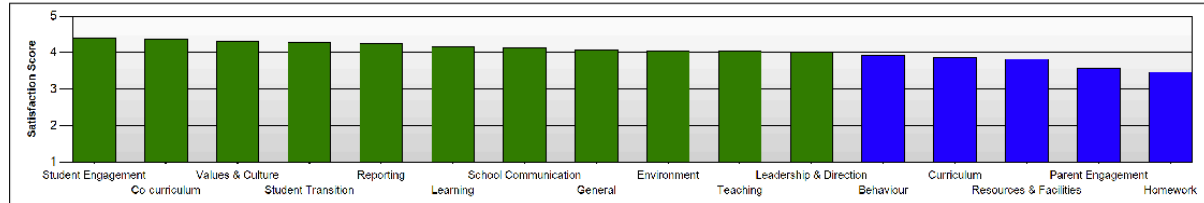


With a variety of accelerated learning programs taking shape and the development of a formal wellbeing program, the School anticipates great improvement in areas including learning and extension, pastoral care, wellbeing and homework.

We will also be launching a new Parent Portal in 2017 that builds on our existing portal by bringing parents much more information at their fingertips. It will offer a host of extra features to better connect the School with our families in this rapidly evolving digital age. To complement this, our communications across digital and print will be boosted to ensure parents can share in our girls' success and other exciting developments at Saints Girls.

Student satisfaction

It is tradition at the School for the Principal or Deputy Principal to interview all students in Years 10 - 12 to gather information about their Senior School experience. Students are counselled on subject choices and career pathways, which assist with the ongoing development of the Senior School. To bolster this, Year 5 - 12 students were surveyed during Term 1 of 2016. The results show an overall satisfaction rate of 81% (4.07 out of 5).

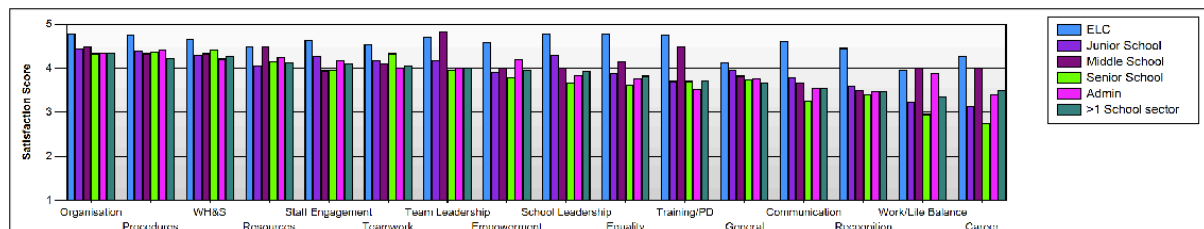
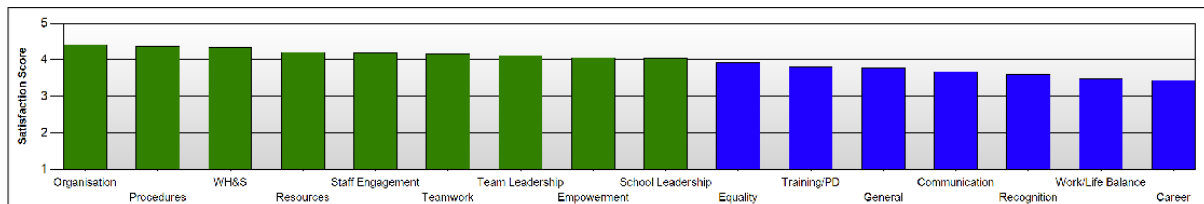


The findings were largely positive, with homework and parent engagement two areas identified for further improvement. As stated, these areas will be in extra focus during 2017 as the School formalises wellbeing strategies and launches a new Parent Portal.

The Student Representative Councils in the Junior, Middle and Senior Schools continue to be extremely active and regularly provide feedback from their peers to the teachers and management. The School values student input to ensure a safe, comfortable and enjoyable environment is maintained.

Teacher satisfaction

To further our efforts in gauging feedback both internally and externally, the School surveyed staff during Term 1 of 2016, recording an overall satisfaction rate of 80% (3.99 out of 5).

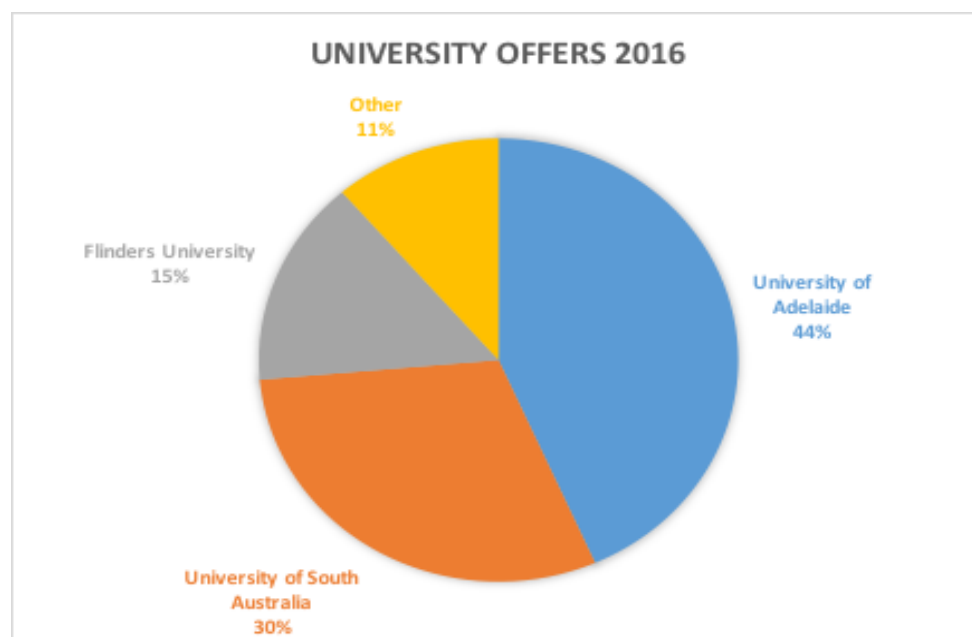


Feedback and indicators of satisfaction are also gauged and responded to via the weekly staff briefing, the annual staff appraisal process, matters raised directly by individuals with the Senior Leadership Team, discussions at various staff and faculty meetings, as well as items addressed with the Work, Health and Safety Committee. The Staff Social Club also provides a forum to assist with staff wellbeing and informal discussion. The School takes great pride in its staff and the calibre of our teachers is a testament to the positive working environment we have created and continue to nurture.

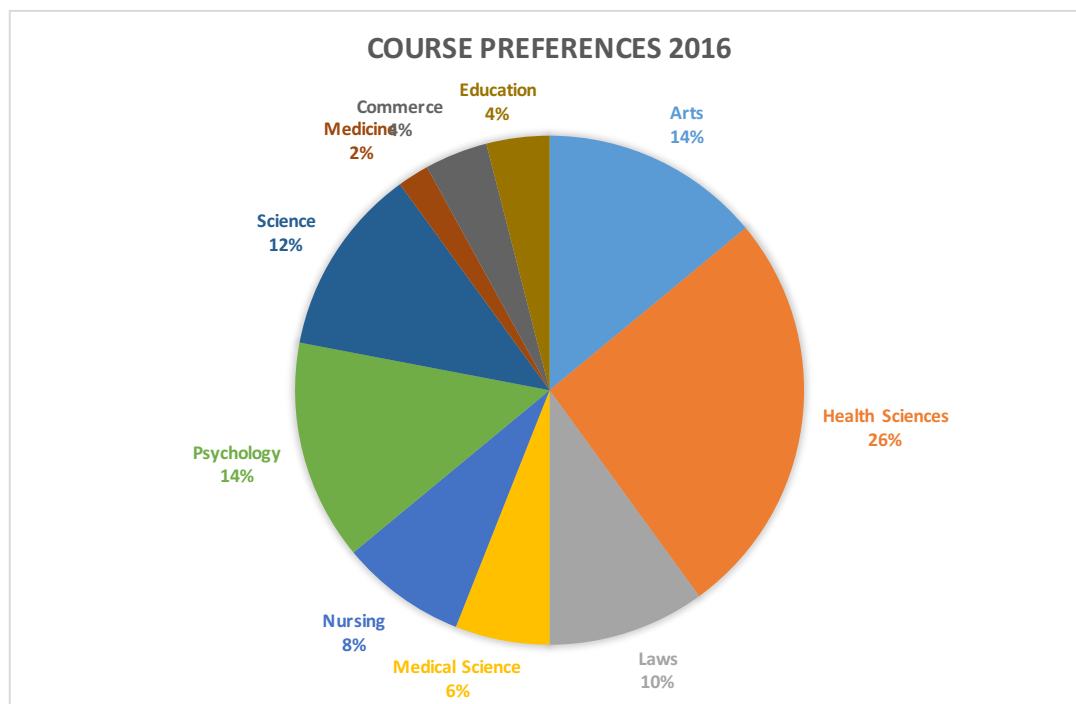
8. POST-SCHOOL DESTINATIONS

In 2016, 96% of our Year 12s were successful in securing a university place, with 77% receiving their first preference. Most of these were at South Australian tertiary institutions, while some ventured further afield and were successful at securing places at the University of Melbourne and ANU. A number of students have taken a gap year, deferring their courses of study until 2018.

SATAC offers by institution in 2016 were as follows, indicating the University of Adelaide was the preferred option for our students, followed by the University of South Australia:



This table indicates the courses in which our students accepted offers:



The Health Sciences still remain the most popular choice for our students with many opting for courses such as Speech Pathology, Nursing, Physiotherapy, Pharmacy and Human Movement.

9. SCHOOL INCOME

Fees and excursion income	11,352,526	69.4%
State Grant	863,538	5.3%
Commonwealth grant	2,964,219	18.1%
Donations	22,510	0.1%
Other	1,165,874	7.1%
	<u>16,368,667</u>	<u>100.0%</u>