



**ST PETERS**  

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**GIRLS**

**ST PETER'S GIRLS' SCHOOL  
SCHOOL PERFORMANCE REPORT 2017**

## 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 magazine, the School Yearbook, school diaries, curriculum handbooks and student handbooks. The information relates to the 2017 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 124 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 Primary Years Programme built around the Australian Curriculum framework. The School is a fully authorised IB PYP School. Programs in the Junior School have a strong focus on literacy and numeracy, and include rich and relevant classroom practices, an integrated pastoral care and social education program, a thinking strategies program embedded through Mind Lab (using hands-on strategy games), a quality specialist teacher program including Art, PE, Music, Library and Languages (Chinese, Background Chinese, French and Japanese), House activities, leadership opportunities, excursions, an Outdoor Education program, camps and tours.

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, Chinese or French). They also have a taste of the creative and Performing Arts subjects (Drama, Music, Dance, Art, Food and Textiles). In 2017, 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'. This introduces them to the 'Entrepreneurial Mindset' and they have the opportunity to set up and run small companies. 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, History, and Health and PE. Students can choose subjects from The Arts, 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. Students in Years 11 and 12 have a large range of subjects to choose from. Throughout the year, a number of senior students were involved in international and domestic tours. Students also had outdoor education experiences that developed their leadership and problem-solving skills as well as their resilience. SACE trial exams were held in the Term 3 holiday break to provide the students with a meaningful exam experience.

## 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 London in 1870. There are annual meetings between the 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 Hilda's Collegiate School, Dunedin, 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

As an Anglican School, St Peter's Girls offers many opportunities for the girls to stop and reflect on many of life's bigger questions. Through Chapel Services, School Eucharists and our annual Carol Service, girls have the chance to seek and develop their understanding and knowledge of who God is. Baptism and/or Confirmation is provided in the School context to allow students to publicly declare their personal faith. The Religious Education program follows the five-strand approach of RAVE (Religious and Values Education), and allows the girls to investigate many world religions, ethics and philosophy of religion. The lay Chaplain works to further the pastoral care program of the School.

## School enrolment statistics

Early Learners' Centre	209 students
Junior School	302 students
Middle School	179 students
Senior School	199 students
TOTAL	889 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 2017, the School was involved in a number of exchange programs. We had students engaged in a reciprocal homestay cultural exchange with Senzoku Gakuen Girls' School in Tokyo, Miss Edgar's and Miss Cramp's School in Montreal, and Sherborne Girls' School in the UK.

## Special category students

In Term 4, 2017, we had the following special category students:

3 indigenous students

21 international students (FFPOS)

14 students with Special Needs (i.e. those recognised 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	48 students
Tier 2	R – 12	target specific instruction withdrawn from the classroom	58 students
Tier 3	R – 12	intensive, instructional support withdrawn from the classroom	12 students

## Special curriculum initiatives

In 2017, Entrepreneurship and STEM continued as major focus areas. 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. Three teams 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. The teams finished equal first, and third.

GEMS (Girls in Engineering, Mathematics and Science) was taught as a new Year 10 elective subject for the second time in 2017. As well as developing an understanding of various Science, Design and Technology, and Digital Technology skills in these areas, the program culminated once again with students entering the SUBS in Schools competition. One of our teams won the State Finals and came Runners Up in the National Finals. It built on the success of a previous group of students who claimed the National title.

The School also recognises 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 EDGE program (Extended, Differentiated and Gifted Education) was rolled out. This innovative 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 was introduced in the Junior School following a research project run by UniSA during the previous three years. Students now choose to learn either French or Chinese from Reception. Students in Reception to Year 3 have two lessons per week and students in Years 4 to 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

- Expanded our use of 1:1 digital devices, with a School-owned iPad being allocated to every student in Reception to Year 4.
- Increased our range of hardware and software for coding and robotics with a variety of Lego and other devices complementing existing projects utilising our NEO humanoid robot, Bee Bots, and online coding programs.
- Teachers invested significant time in further developing our online learning management system Canvas.
- Teachers began embedding the use of learning intentions and success criteria into classroom practice.
- Increase in staffing in Mathematics across Years 4 to 6, enabling students to work in smaller classes for three Mathematics lessons each week, targeting their skill and ability level.
- Mind Lab was introduced in Reception to Year 3, with students and teachers becoming familiar with the strategies and teaching opportunities attached to a variety of hands-on strategy games.
- Began some intensive professional learning around Mathematics pedagogy through staff training sessions and classroom mentoring.
- Visual Arts showcase ‘STEAM’ saw themes of Science, Technology, Engineering and Mathematics woven together through Art. Every student contributed to a rich project that was presented to the School community at the STEAM exhibition.
- Students across Years 3 to 6 participated in external Mathematics and English competitions.
- Book Week events brought Reception to Year 6 together to celebrate our love of literature and the wealth of talent among Australian children’s authors.
- Large scale musical and dramatic production ‘Disney The Lion King JR.’ was produced by the Year 5 students.

### 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. In 2017, teachers used our LMS, Canvas, to create online courses for the students and increasingly to offer feedback electronically on uploaded student work. Faculties have developed 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 co-curricular initiatives**

### **Term 1**

#### **Music**

- Annual 3-day Music camp to Ardrossan (86 students from Years 5 to 12)
- Ardrossan Music Concert
- Academic Assembly (Stage Band performance)
- Middle School Information evening (Concert Band performance)
- Supported Easter services including Story of the Cross
- Supported Choral Night including general support and Old Scholar performances
- Intermediate Strings ASO excursion
- Junior Strings Day camp
- Sally Cameron vocal workshop (Quintet)
- Strings Concert (Senior Strings, Extension Strings, Intermediate Strings, Junior Strings)
- 5MBS concert and live recording (Enchanté, Junior Jazz, Vocal Quintet)
- Assembly Music performances

#### **Dance**

- Assembly Dance performances
- Dance excursion to Australian Dance Theatre
- SACE Dance workshop with Jack Ziesing from Dance North

#### **Drama**

- Drama excursion - Richard III; The Secret River

#### **Visual Arts**

- Middle School Information evening (Middle School Visual Art display)
- SACE Stage 2 – excursion to the SACE Art Show, Jam Factory and Art Gallery

### **Term 2**

#### **Music**

- Generations in Jazz festival, Mount Gambier (Quintet - Division 1 winner, Enchanté - Division 2 winner, Best jazz vocalist Division 1, Best jazz vocalist Division 2, Stage Band Division 3)
- Lunchtime concert (Enchanté, Vocal Quintet, Stage Band)
- Piano competition and recital
- ABC Radio - Quintet live interview #1 and performance
- ABC Radio - Quintet live interview #2 and performance with Eddie Bannan
- ABC Radio - live interview and performance – Sarah Brownridge
- ABC Radio - live interview and performance - Jade Leyden
- Year 3 Strings / Year 4 Band parent information evening and “Have a go” night
- SACE Stage 2 Solo Performance Concert
- Winter Cabaret in collaboration with guest artists the “Adelaide Connection” and comedian Eddie Bannan
- Assembly Music performances

#### **Dance**

- SACE Dance perform at Winter Cabaret
- Assembly Dance performances
- Dance excursion to ‘Beginning of Nature’ by Australian Dance Theatre

## **Drama**

- Drama excursion - Mr Burns; 1984 and A Doll's House

## **Visual Art**

- Old Scholar 'Sarah-Jane Norman' workshop with Stage 1 students
- 'Arts Alive' Junior School Art Exhibition

## **Term 3**

### **Music**

- School Musical - FAME
- High Tea Fundraiser (Extension Strings performance)
- Thursday Club Twilight Concert
- Hall of Fame Induction Concert (Vocal Quintet)
- Alliance Of Girls School Performance (String Ensemble)
- Kirby Shaw workshops and concert (Concert Choir)
- ABODA Band Festival (Concert Band, Development Band, Stage Band, Senior Percussion Ensemble) - the Senior Percussion Ensemble, Developmental Band and Concert Band all received Silver awards, and the Stage Band received Gold and overall winner in their intermediate division against 17 other schools
- Twilight Concert and SACE ensemble summative assessment (Thursday Club, Enchanté, Stage Band)
- ABC Radio interview and live performance Charlotte Bleby and Ellen Zhang
- SACE Stage 2 Music Concert
- Year 3 Strings / Year 4 Band Music afternoon (Year 3/4, Development Band, Intermediate Strings)
- Year 5 Production
- Assembly Music performances

### **Dance**

- School Musical - FAME
- SACE Dance 'RAW' performance with Music support
- Year 9 and SACE Dance workshop with Kim Adam (Transit Dance in Melbourne)
- SACE Dance enter SASDS Dance competition, gaining Honorable Mention
- Year 9 and SACE Dance view Sydney Dance Company at Her Majesty's Theatre

### **Drama**

- School Musical - FAME
- Year 10 Drama students perform at Arts Assembly
- Senior Drama Production

### **Visual Art**

- School musical FAME - Visual Arts students involved with designing and painting the sets
- Year 5 Production - Visual Arts students involved with designing and painting the sets

## **Term 4**

### **Music**

- Celebration Day – Chapel Band Performance and general Music support
- SACE Stage 2 Music Performance Exam
- Senior School Arts Night
- Wendy's Singing Concert
- ABC Radio live interview and performance - Isabel Norman

- ABC Radio live interview #2 and performance - Sarah Brownridge
- ELC Christmas Concert
- R – 2 Nativity
- Year 9 Graduation - General Music support
- Year 6 Graduation - General Music support, Junior Choir, String Ensemble, Year 3/4/5 Choir, Year 6 Choir presenting graduation composition
- Carols in the Cathedral (all choirs)
- Presentation Night at the Adelaide Town Hall (String Orchestra, Extension Strings, Concert Band, Enchante, Vocal Quintet, Chamber Choir, Concert Choir)
- Assembly Music performances

### Dance

- Stage 1 Dance excursion to Australian Dance Theatre's 'Construct'
- Stage 1 Dance students attend contemporary dance workshop run by Sydney Dance Company member Jessie Scales

### Visual Art

- R – 2 Nativity - Visual Arts students involved with designing and painting the sets
- SACE Stage 2 Exhibition in the Arts Centre
- Carols in the Cathedral (cover art)

### English Faculty

- 2017 began with a most impressive indication of the academic success of the English faculty at St Peter's Girls via the Year 12 IB and SACE results. Our third cohort of IB English A: Literature students achieved impressive results: in HL the school average was 5.33 and in SL the average was 6.50, both above the world average. One SL student achieved a 7 and a merit. Of the students studying SACE English Communications, 100% achieved results in the A or B band. In SACE English Studies, the average percentage was 97% with 14 students achieving merits and all students achieving a grade in the A band. In addition, Ashleigh Jones was awarded the Tennyson Medal in English Studies for being the highest scoring student in the State. Visit by Poetry in Action who performed two shows for students in Years 7 – 10.
- ICAS English Competition: Chi Chi Zhao was the State medallist for having achieved the highest score for all Year 7 students across South Australia and the Northern Territory and the following students also secured distinction or high distinction awards in the same competition: **Year 7:** Georgia Barclay; Azaan Singh; Ruby Thorp; **Year 8:** Keely Flannagan; Victoria Thorp; Rose Young; Holly Wallman-Craddock (high distinction); **Year 9:** Ella Byrne; Emily Downie; Aleisha Elliott; **Year 10:** Asha Short.
- Poetry in Action presented to Middle School and Senior School girls in Term 2.
- All Year 12 English students attended the State Theatre Company's production of *1984* in Term 2.
- A select group of students attended the Meet the Writers festival in June.
- Undertook common moderated tasks in each year level.
- Updated texts with a particular focus on Middle School English.
- Developed courses and resources on Canvas.
- Began the process of using Canvas to provide detailed feedback on student work, with the idea in mind that the School may shift to a continuous reporting model.
- Developed new Stage 2 courses to reflect the updated SACE Subject Outlines (English and English Literary Studies).
- Developed a new exam focus for Years 10 and 11 to reflect the new English Literary Studies emphasis upon critical reading tasks.
- All Year 12 English Literary Studies students attended the Exam Preparation Evening held by SAETA in August.
- Developed task sheets and rubrics for assessing the Australian Curriculum performance standards.
- Incorporated approaches for differentiation into the curriculum documentation.

- Continued reflection on Australian Curriculum compliance.
- Updated units in the faculty's curriculum documentation.
- Conducted appraisals for all faculty staff.
- 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
- Continued development of resources by staff for Junior School Intensive Languages Program
- 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)
- Weekly Chinese conversation classes held at lunch time for Junior School students with some background in Chinese run by a native member of staff
- New IB courses introduced:
  - IB Chinese A Language & Literature (opened to other schools; one student from Walford)
  - IB Spanish ab initio
- Global Exchange language component
  - fourth trip to Montreal in French-speaking Canada
  - third trip to Senzoku Gakuen near Tokyo in Japan
  - second group of students from Senzoku came to Saints in Term 1

## Mathematics

- Continued refinement of the Years 7 to 10 Mathematics courses – we wish to continue to refine these courses as we feel there is some repetition of units of work, which could be condensed to allow concepts to be taught with more depth
- Using Learning Field in Years 7 to 10 from within Canvas
- Continued to improve usage of online HOTMaths as both a student resource and a teacher aid – teacher PD was undertaken to learn how to use the HOTMaths Test Maker and Revision Assistant
- Staff preparation for 2017 Stage 2 SACE Mathematics courses as part of the new Senior Australian Curriculum – achieved by staff going to available SACE and MASA workshops
- Introduction of Stage 1 and 2 Essential Mathematics courses in 2018
- Introduction of IBDP Mathematical Studies SL – to be taught in conjunction with Mathematics SL for six lessons per cycle
- Recruitment of two new Maths Department staff members, as well as a replacement for one member in Semester 2
- Encouragement of student involvement in activities such as AMC and ICAS competitions, MASA Quiz Night, SA Schools Maths Competition
- Continued development of Canvas courses for all Maths subjects, including investigation of Canvas tools and functions
- Understanding new IWBs in Middle School
- Encouragement of students going to Mathematics Enrichment and Experience Days at local universities

## Science

- Continued development of new 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 Years 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 Years 7 to 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 Years 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
- Years 7 to 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. We have students win the latter prize in three of the past five years, including Hannah Brown (2017)
- Appraisal process to meet both school and faculty goals in relation to the AITSL standards
- A focus on differentiating the curriculum to incorporate assignments which facilitate success-oriented options catering for differing abilities, learning 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 successful application for in-kind sponsorship from the business Expose to provide four mentors for our 2018 Stage 1 Business and Enterprise class
- 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 competing in the South Australian Law Society Mock Trial Competition in partnership with Prince Alfred College
- Year 12 Legal Studies students competed in High School Mooting Competition conducted through the Bond University Faculty of Law
- Provided Middle School students opportunities to access cross-curricular activities, such as the Year 7 History Ancient Civilisations task to share their creative interpretation tasks with R – 2 students
- Utilised the eNews in an ongoing way to report on curriculum activities and immersive incursions and excursions
- Support Environment Club lunchtime initiatives, such as talks on Sustainability and Business

## Health and Physical Education

- Canvas grading across all HPE year levels
- Improved use of standardised rubrics for assessment across all HPE units in Reception to Year 12
- Alignment of achievement standards to Australian Curriculum HPE (reporting)
- UniSA relationship with use of GPS monitors at school grounds
- Year 10 students stronger link to life skills in HPE ie self-defence, Bronze Medallion
- Mental health unit at Year 10 taught in conjunction with School Psychologist
- Reception to Year 3 Swimming changeover to DECD for more specific outcomes regarding water safety
- '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
- Introduction of fitness unit in Middle School with link to Health units
- Improved progression of outdoor education skills across Years 7 to 10
- Certificate III in Fitness offered as an option within school

## eLearning ELC to Year 12

- Continued refinement of our implementation of the Canvas Learning Management System. There has been a consistent improvement in usage over the implementation and refinement of design and usage stages of the Learning Management System. This included:

CANVAS FEATURE	INTERACTIONS 2017	INTERACTIONS 2016	INTERACTIONS 2015
Digital Assignments	324,152	213,472	154,569
Canvas Wiki Pages	180,072	143,180	103,493
Files	378,438	293,739	289,948
Grades	132,257	104,435	77,843
Quizzes & Surveys	39,132	27,928	38,581
Canvas Modules	102,308	60,547	35,888
Discussions	54,362	29,670	21,669

- The data supports a significant increase in the interactions with Digital Assignments created or delivered within Canvas.
- The data reflects a consistent increase in Wiki page usage and engagement over the previous two calendar years.
- Availability and student engagement with files accessed through their Canvas courses has drastically improved from the previous calendar year's growth.
- The data reflects a consistent increase in grades delivered to students through Canvas over the previous two calendar years.
- The data reflects an increase in the quality of usage of the LMS with an increase in interactive content generation by students in quizzes and surveys created within Canvas.
- The data supports a significant increase in the digital content organised in Canvas Modules. This reflects the volume of digital content now curated in Canvas courses.
- The data also reflects an increase in the quality of usage of the LMS with an increase in engagement with interactive Canvas discussions.

- Full implementation of guidelines to bring consistency in course engagement and construction within the Learning Management System. Teachers and Heads of Departments were given accountability in signing off that their courses met the following *Guidelines* where relevant:
  - 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)
  
- Continued parent education and refinement of the process of sharing learning with parents within the ELC via ELC room-based courses and personalised ePortfolios for each child.
  
- Integration of Ada, our second NAO Humanoid Robot, dedicated solely to the ELC into the Hallett Room.
- Extensive Professional Learning programs developed and delivered to teaching staff at faculty, small group and individual settings including:
  - Moving to digital formative and summative assessment design and creation
  - Developing current and engaging Canvas Wiki pages content
  - Developing students access to resources (web links and files) within their Canvas courses
  - Moving beyond repository to interactive content generation by students; using quizzes and surveys features within Canvas
  - Curating digital content into Canvas Modules
  - Valuing student voice through interactive Canvas discussions
  - Canvas course naming conventions: Renaming courses
  - Faculty based Learning Outcomes in Canvas: Who is our audience?
  - Faculty based Learning Outcomes in Canvas: Student language to make success explicit
  - Sharing content and shared assessments across faculties
  - Backing up devices and files to OneDrive web instance
  - Backing up devices and files to OneDrive on iPads
  - Excel on iPads
  - Muting assignments
  - Linking course content for ease of navigation
  - Providing feedback in Speedgrader using the audio and video comments functions
  - Speedgrader annotations in Middle and Senior School
  - Importing video content across courses
  - Cross-listing sections (Middle School and Junior School Specialists)
  - Exporting the Canvas Markbook: ranking students for Academic Awards
  - Present and Explain: Explain Everything
  - Word Processing: Word online
  - OneNote web instance and desktop application
  - Using Class NoteBook (fully integrated within Canvas) for students to journal, or
  - Student Agency: managing student led, product-based learning through Canvas and O365
  - Using Promethean ActivBoards effectively
  - Using the control box in each Middle School classroom effectively
  - Protecting your voice: using the hands-free sound systems
  - Canvas Teachmeet to share best practice
  - Compressing video with handbrake
  - Creating and embedding video content into Canvas courses
  - Compressing images
  - Canvas Quizzes & Discussions - interpreting and analysing data from Canvas quizzes and creating critical discussions

- Exploring Padlet to brainstorm, collaborate and engage student voice
  - Exploring Poll Everywhere to brainstorm and gauge student empowerment
  - Creating 3Dimensional experiences of milestones with 3D Timeline
  - From ideation to product: capturing the learning process with time lapse
  - Positioning technology as a social connector
  - "Technology isolates students." Or does it? Exploring strategies to use technology to connect students.
  - Creating videos: iMovie
- Extensive co-planning and in-classroom support for:
    - Creating interactive design thinking learning experiences
    - Building young students' capacity to upload their own work to Canvas
    - Using Makey Makey to turn ordinary objects into playable instruments
    - Using Augmented reality in Visual Arts
    - Using Padlet in Japanese classrooms in the Middle School
    - The possibilities of utilising VR technology in Biology including investigating Google expeditions for Google cardboard
    - Using 3D timeline in Year 4 History Unit of Inquiry
    - Using the Promethean ActiveBoards effectively
    - Using the LEGO We-Dos
    - Quicktime recordings of the use of Adobe Sketch on iPads
    - Introducing computational thinking with LEGO Simple Machines
    - Using Canvas interactive tools in Year 3 Units of Inquiry
    - Using Makers Empire on iPads and 3D printing creations
    - Creating student monologues with iMovie
    - Creating student generated, edited and shared video with Quicktime player
    - Integrating the 'Hour of Code' program
    - Digitally recording students' soundscapes and integrating sounds with Scratch 2.0
    - Linking Canvas content created in courses
    - Connecting sculptures with sounds created in Scratch 2.0 via Makey Makey
    - Integrating Tex and capturing learning within Year 3 Unit of Inquiry
    - Introducing digital detective thinking strategies in each R – 2 class
    - Teaching Digital Citizenship Unit with Year 6 classes
    - Exploring the responsible use of social media in upper primary and lower secondary classes
    - Testing the use of BluePrint Courses
    - Resourcing appropriate applications for 2018 courses
    - The use of Explain Everything on iPads
    - ELC – 6 Digital Technology
    - Backing up files with OneDrive in the Senior School
    - The creation and use of QR codes to introduce the Rite Journey to Year 9 families
    - Introduce productive pedagogies supported by innovative technologies to improve student engagement.
- Implementation of the ICT and digital citizenship elements of the ELC –12 Digital Technologies Scope and Sequence in R – 4 classrooms.
  - Refinement of ICT capability building learning to prepare students to enter and exit Middle School.
  - Delivery of ICLT Professional Learning at whole teaching staff PL days and for new staff inductions.
  - Extensive professional learning for teaching staff addressing innovative learning design utilising digital content.

- Created and presented at Parent Information Evenings in the Middle School and Junior School in the use of iPads in our 1:1 program.
- Raised expectations and shared practice around the integration of the O365 suite for students in Middle School. This enabled students to share rather than send digital content, anytime, on any device, anywhere they have 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.

## **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 2017
- In-service RP teachers on approaches to learning, moderator feedback and changes to course
- Source current, innovative multimedia materials to support student understanding
- Complete Plato Inservice Modules for all Assessment Tasks
- Expand Learning Intentions
- Make available SurveyMonkey for student 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
- 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
- Develop a new course guide to reflect the course changes in 2018 (primarily Assessment Criteria)
- 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
- Introduce and provide support for Researcher Reflection Space which is a compulsory component in 2018
- Use IB Diploma 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 the modified timeframe
- 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
- Provide a transition program for Year 11 IB students in order to equip students with relevant research skills
- Explore Supervisor requirements for 2018 (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
- Canvas
- Cyber safety
- Wellbeing

### **Camping and Outdoor Education programs**

#### **Junior School**

Reception - 'stay back late at school'

Year 1 - overnight sleepover

Years 2 and 3 - 2 nights at Narnu Farm

Year 4 - 2 nights at Douglas Scrub (McLaren Vale)

Year 5 - 4 nights at Sovereign Hill, Ballarat

Year 6 - 4 night study tour in 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 9 - two-day aquatics 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 2017:

### Choirs

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

### Ensembles

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

### Bands

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

### Other

Years 6 to 12 Debating, Duke of Edinburgh Awards

### Clubs

Years 3 – 6 Coding Clubs

Years 3 – 11 Chess Club

Years 7 – 12 Environment Club

Years 7 – 12 Student Library Initiatives Club

### 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 and develop relationships with the four House Charities as follows:

Kennion	-	KickStart for Kids
Kilburn	-	Cancer Council
Selwyn	-	The Smith Family
Patteson	-	Little Heroes Foundation

## **Junior School**

All Year 6 students have leadership positions with an expectation of service to the School community

Involvement in school-wide fundraising activities and House Charities

Christmas Appeal donations

## **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

House-based charity work, including volunteering with KickStart for Kids

## **The Arts**

### Dance

Reception and Year 1 – dance classes with a dance concert in Term 3

### Drama

Year 5 Production and Year 10 Drama Production

Technical Theatre Group

## **Music**

### Junior School

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

Available at all levels:

Instrumental and Vocal Tuition, School Orchestra, Chapel Band, Stage Band, String Orchestra, Concert Band One, Concert Band, Developmental Band

## Sport

	Term 1	Term 2	Term 3	Term 4
<b>Rec</b>	Tennis (Tue Lunch)	Kelly Sports (Wed) Soccer skills (Fri)	Netball skills (Mon) Kelly Sports (Wed)	Tennis (Tue Lunch) Gymnastics (Fri)
<b>Year 1</b>	Tennis (Wed Lunch) Gymnastics (Fri)	Kelly Sports (Wed) Soccer skills (Fri)	Netball skills (Tue) Kelly Sports (Wed)	Tennis (Wed Lunch) Teeball skills (Fri)
<b>Year 2</b>	Tennis (Lunch) Lacrosse skills (Thu)	Kelly Sports (Wed) Gymnastics (Fri)	Netball skills (Tue) Kelly Sports (Wed)	Tennis (Lunch) Teeball skills (Thu)
<b>Year 3</b>	Hockey skills (Mon) Lacrosse skills (Thu) Tennis (Fri Lunch)	Soccer skills (Mon) Netball skills (Wed) Lacrosse (Thu/Sat)	Netball (Mon/Wed) Soccer (Thu/Fri) Lacrosse (Thu/Sat) Gymnastics (Fri)	Teeball skills (Thu) Tennis (Fri Lunch)
<b>Year 4</b>	Tennis (Mon Lunch) Teeball (Mon/Wed) Athletics (Wed & Fri am) Lacrosse skills (Thu)	Netball skills (Wed) Athletics (Wed & Fri am) Hockey (Thu/Fri) Lacrosse (Thu/Sat)	Netball (Mon/Wed) Athletics (Wed & Fri am) Soccer (Thu/Fri) Lacrosse (Thu/Sat) Gymnastics (Fri)	Tennis (Mon Lunch) Teeball (Mon/Wed) Athletics (Wed & Fri am) Tennis (Tue/Fri)
<b>Year 5</b>	Teeball (Mon/Wed) Athletics (Wed & Fri am) Tennis (Tue/Fri) Aerobics (Fri)	Netball (Mon/Wed) Athletics (Wed & Fri am) Hockey (Thu/Fri) Lacrosse (Thu/Sat) Aerobics (Fri)	Basketball (Mon/Wed) Athletics (Wed & Fri am) Soccer (Thu/Fri) Lacrosse (Thu/Sat) Gymnastics (Fri)	Teeball (Mon/Wed) Athletics (Wed & Fri am) Tennis (Tue/Fri) Volleyball (Thu/Fri) Aerobics trials (Fri)
<b>Year 6</b>	Softball (Mon/Wed) Athletics (Wed & Fri am) Tennis (Tue/Fri) Aerobics (Fri)	Netball (Mon/Wed) Athletics (Wed & Fri am) Hockey (Thu/Fri) Lacrosse (Thu/Sat) Aerobics (Fri)	Basketball (Mon/Wed) Athletics (Wed & Fri am) Soccer (Thu/Fri) Lacrosse (Thu/Sat) Gymnastics (Fri)	Softball (Mon/Wed) Athletics (Wed & Fri am) Water Polo skills (Tue) Tennis (Tue/Fri) Volleyball (Thu lunch/Fri) Rowing Learn to Row (Tue/Thu) Aerobics trials (Fri)
<b>Years 7-12</b>	Aerobics Basketball (Wednesday) Rowing Softball Tennis Volleyball Water Polo (Thursday)	Aerobics Badminton Hockey Lacrosse Netball Soccer (Wednesday)	Badminton Hockey Lacrosse Netball Rowing & Learn to Row Soccer (Wednesday)	Aerobics (introduction) Basketball (Wednesday) Rowing Softball Tennis Volleyball Water Polo (Thursday)

## **Aerobics**

This year, the Aerobics program attracted a much higher number of younger students allowing Saints to have four teams compete at the School Aerobics competitions in Term 2. For many, new to the high impact sport it was exciting, but also hard work learning the choreographed routines which include a range of dynamic exercises and lifts.

- Who's Bad – 2<sup>nd</sup>
- Electroblitz – 3<sup>rd</sup>
- Mystic Pearls – 3<sup>rd</sup>
- Purple Reflection – 4<sup>th</sup>

## **Athletics**

Saints had another outstanding year in athletics and while many star athletes train and compete externally the school athletics program continues to grow with over 50 students in Years 4 to 12 regularly attending morning training sessions. This year joint captains Jasmine Ledgard (Field) and Rachael Disney (Track) have both led in and out of competition setting a great example for the younger athletes. Saints were also heavily represented in a range of other events including the SAPSASA state carnival with many individuals competing external and recording excellent results through Little Athletics and club competition run by Athletics SA.

- SSSSA A Grade – 3<sup>rd</sup>
- IGSSA – Overall champions as well as the Field Trophy
- IGSSA – under 14 champions
- IGSSA – Open champions
- Knockout – Junior team qualified for the National Championships
- Page Shield Winners for Sports Day – Selwyn
- National Championships - Jasmine Ledgard, Beth Cross and Sophie Barr
- National Little Athletics – Portia Maerschel

## **AFL (Aussie Rules)**

With the growth in the AFL expanding at the national level, interest also accelerated at School, level with the IGSSA schools coordinating a number of inter-school matches culminating in a senior carnival at the end of Term 2, followed by a Year 8/9 carnival early in Term 2. Saints had enormous interest and through staff member Roger Mills' passion he coached and coordinated getting teams ready.

Saints also sought additional support via the Payneham/Norwood Union Football club and the senior squad gained valuable additional coaching from ex Norwood and SA player Gary McIntosh. This coaching saw the skills and endeavor of the girls quickly improve and the School showed its commitment by designing and purchasing the School's inaugural playing uniform. Through the Independent Schools, AFL will be offered as a structured and competitive program from 2018.

## **Badminton**

Yet again interest in Badminton remains very healthy with Saints entering 8 teams into the IGSSA competition. With over 40 students playing and only 4 courts, training expanded over 3 separate sessions with experienced coaches Emerson Krstic and Sarah Fuller supporting Sonya Risbey to deliver a positive and successful program. Saints once again retained the B Grade shield (for the 6<sup>th</sup> year in a row) and with many young players continuing with summer training we will aim for this trend to continue well into the future.

- Open A - 5<sup>th</sup>
- Open B – 1<sup>st</sup> IGSSA shield winners (6 years in a row)
- Interhouse Winners - Kilburn

## **Basketball**

Numbers in Basketball continue to allow Saints to enter multiple teams. While there are not many students who play outside of School the interest and determination of players is testament to their commitment. While not all results were favorable in Term 1, Saints elected to move the Open team from the senior A Grade to a C Grade competition, which has allowed them to flourish and be rewarded with some very good wins. With confidence growing Saints will re-asses and likely return to the top division in 2018.

- Open A – 10<sup>th</sup>
- Middle A - 10<sup>th</sup>
- Interhouse Winners - Patteson

## **Cross Country**

Saints had another successful Interhouse event with races for students in Reception to Year 9. A number of students were selected to compete at the East Adelaide SAPSASA event as well as qualifying for the State day held at Oakbank.

- State Cross Country – 12 competitors with four finishing in the State's top 10 and 7 in the State's top 20
- Interhouse Winners - Selwyn

## **Gymnastics / Yoga**

The gymnastics program for the Junior School continues to flourish with huge interest with support from the Saints Gym Club who provide coaches. Such is the interest that this year we have also offered Yoga sessions to cater for the demand. During Term 1 and 4 the girls in Reception to Year 2 are involved, with girls in Years 3 to 6 participating in Term 2 and 3 with these girls also attending an interschool 'Gym for All' competition which allows them to demonstrate the skills they have learned on a range on of gym apparatus.

## **Hockey**

Saints had a tough start to the season playing all of the top ranked schools. With a blend of experience and youth, both teams improved greatly through the season to record some good results and positive signs moving forward. Once again, the key training session was held on a Friday morning at Prince Alfred allowing those that do not play regularly the chance to train on a turf pitch.

- Open A – 6<sup>th</sup>
- Open B – 6<sup>th</sup>
- Year 8/9 and Open knockout
- Interhouse Winners - Patteson

## **Lacrosse**

This year, Saints maintained good numbers in Lacrosse and benefited from a Term 1 skills program that saw two Under 11 teams entered for the first time. The Under 15 team played in Division 1 finishing second in the season before losing narrowly to rival Wilderness in the finals series. Despite this loss Saints did defeat Wilderness through the season to claim the IGSSA 'Judy Thurgood Trophy' as well as having five girls selected to represent the IGSSA Comets team that travelled to WA in July.

## **Mountain Biking**

- Under 15 girls – Lucy Steele Scott 2<sup>nd</sup>
- Under 13 girls – Charlie Fishlock – 1<sup>st</sup>

## Netball

Still the highest participation sport at the School, this year saw 20 teams compete from Years 3 to Year 12. Alice Johnswood, the Director of Netball continues to provide a clear pathway and progression for all juniors and this benefits the School with more experienced coaches available to ensure quality coaching is achieved. All students have an ability to participate with a balance of achievement and involvement paramount in all of our sports. Overall the results were positive with four of the A grade teams finishing in the top 4 in each age group.

The other significant change this year saw students in Years 7 to 10 take to the court in a new bodysuit which further enhances the School's focus on developing the best possible outcomes.

This year saw the Senior A grade also play our Old Scholars for the inaugural 'Georgia Beaton Cup'. It was a fantastic game played in a competitive, yet friendly nature with the current students claiming the first bragging rights. This game will become an annual event and provides an opportunity for those students graduating from Saints an opportunity to continue to play well into the future with their friends, past and present.

A composite Middle School team also travelled once again to the Gold Coast during the July holidays with the trip being a resounding success.

- Open A – 3<sup>rd</sup> and State knockout quarter finals
- Year 10A – 8<sup>th</sup> and State knockout quarter finals
- Year 9A – 3<sup>rd</sup>
- Year 8A – 4<sup>th</sup>
- Year 7A – 3<sup>rd</sup>
- School representative team – Queensland carnival
- Interhouse Winners - Kilburn

## Rowing

Rowing has become a sustainable program with over 60 girls involved. The program caters for a wide range of ages and despite what can often be a scary sport with a Learn to Row program right through the first VIII. Girls in the program learn great time management as well a strong work ethic, team-work, and camaraderie. Training for the seniors starts in Term 3 with the competing season running through Term 4 and continuing through Term 1. Director of Rowing Ben Flannagan also coordinates 2 training camps each season in October and then again in January.

- The 10C and 8B won at Head of the River
- First VIII and Inter A crews competed in Sydney competing at the Nationals.
- Interhouse Winners - Kilburn

## Soccer

Saints numbers were affected by the interest and inclusion of AFL, but despite this still fielded 5 teams during the winter season. The Open this year did not contain any Year 12s and had players range from Years 8 to 11 which is promising for the future, and with the numbers of girls playing at club level increasing, we hope this reflects in the growth and success of Soccer at Saints Girls.

- Open A – 6<sup>th</sup>
- Open B – 9<sup>th</sup>
- Middle A – 6<sup>th</sup>
- Open knockout – State quarter finalists
- Three players selected in the IGSSA representative team
- Interhouse Winners - Patteson

## Softball

An outstanding year in Softball despite numbers dropping in the second half of the year with the inclusion of Touch Football. The A grade reclaimed the shield they last won in 2014 with the B grade going back-to-back and winning the shield for the second year in a row. On top of this, the Open knockout team were runners-up in the State finals and the Year 8-9 knockout team won their age division to provide Saints a fantastic year.

- Open A – 1<sup>st</sup> and state knockout runners-up
- Open B – 1<sup>st</sup>
- Year 8/9 State knockout winners
- Interhouse Winners - Kilburn

## Swimming

While we are fortunate to have so many talented students in swim squads outside of Saints and competing regularly, we are increasing an ability to provide additional opportunities at school. In doing so, we hope this success can be maintained well into the future.

- IGSSA Overall champions
- IGSSA Under 13 champions
- IGSSA Under 14 champions
- SSSSA A Grade – 5<sup>th</sup>
- Saints had 6 representatives at the State SAPSASA carnival with 3 girls winning medals.
- Five students selected to compete at the Pacific School Games in December
- McGill Shield for Swim Carnival - Patteson

## Tennis

Saints had an unbelievable season led by both Open teams in the Premier League played on Monday nights with both teams claiming the IGSSA shields. For the A Grade of Tiana and Yasmin Glazbrook and Jade Leyden they retained the A grade shield along with debutant Olivia Harby. Meanwhile the B grade welcomed new players in Annabel Baldwinson and Mia Dodd into the team in term 4, and they stepped up and were able to maintain the term 1 results to support Siena Glazbrook and Clair Kao. The B grade win was the first time that Saints have claimed the shield after finishing runners-up last year. Congratulations are extended to Yasmin Glazbrook, Olivia Harby and Clair Kao who all played the season and were undefeated in singles.

- Open A – 1<sup>st</sup> and Open State knockout – runners up
- Open B – 1<sup>st</sup>
- Year 8/9 State knockout finalists
- Interhouse Winners - Selwyn

## Touch Football

After a number of previous occasions to launch teams into Touch Football, this finally came to fruition in Term 4 with enough interest to nominate one Senior and two Middle School teams. Playing on Saturday mornings in the competition coordinated by the Catholic Schools, Saints entered uncharted waters with the players quickly having to learn the rules and implement these in games. This provided a number of funny highlights with 'touchdowns' and misplaced tries. Nonetheless, Saints recorded some very good results and we now hope this too can become a sustainable and successful program at the School.

## Triathlon

Continuing a strong tradition at the State Triathlon Championships in Term 1, Saints again recorded some fantastic results. Gold medals were awarded to Thandi Murada and Matilda Braithwaite.

- Teams events – Junior Silver medalists & 5<sup>th</sup>
- Teams events – Seniors 5<sup>th</sup> & 6<sup>th</sup>

### **Volleyball**

The popularity of Volleyball has enabled Saints to maintain 7 teams competing each week during Terms 1 and 4. As many girls continue to play, their improvements in skill level is also noticeable ensuring Saints are consistently ranked amongst the top schools. The Open A team has benefited through not only the experience of a number of Year 12 students, but also now the state level experience of Charlotte White. Saints demonstrated this by only losing 2 games throughout the year to finish third overall. The Middle B also continue to improve and provide pressure on the A team for positions with the Middle A also having an outstanding year, also finishing third as well as being semi-finalists at the State knockout competition.

- Open A - 3<sup>rd</sup>
- Open B – 6<sup>th</sup>
- Middle A - 3<sup>rd</sup> and State knockout semi-finalists
- Interhouse Winners - Volleyball

### **Water Polo**

Saints continues to be represented in the Catholic Education's competition. With the structure of sport determining the winners in Term 1, Saints claimed 2 of 4 awards with the Open B and C both winning their divisions and the Open A narrowly going down in the play-off final. Due to numbers, Saints youngest team competed in a Year 9/10 competition. A number of girls are now playing at club with some also gaining selection at State level further enabling Saints to be highly competitive.

- Open A – Runners Up
- Open B – Premiers
- Open C – Premiers

### **Annual School Sports Events**

Athletics Sports Day Years 4 – 12

Swimming Carnival Years 4 – 12

Summer and Winter Interhouse Sports Competitions

Cross Country R – 9

### **da Vinci Decathlon**

Years 5, 6, 7 and 9 students participated in the annual South Australian da Vinci Decathlon, once again hosted by St Peter's Girls' School. The Year 9 team travelled to Sydney to compete in the Nationals placing 3<sup>rd</sup> overall. Our Years 5 and 6 students won the State title.

### **Public speaking and debating**

Years 5 and 6 Junior Orator and Years 4, 5 and 6 Poetry Recital Inter-School Competition, Year 7 Junior Orator Competition, Rostrum Voice of Youth, Probus Public Speaking Competition, Poetry Recital Competition, other competitions by invitation, Year 6 Inter-School Debating, 14 Middle/Senior School Debating teams; 7 teams making the finals; a Year 9 and Years 11/12 team were runners up in their Grand Finals.

## **Student leadership opportunities**

### Junior School

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

Year 6 Team-Building and Leadership Day

Year 6 Peer Support training

SRC: R – 6 representatives

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, Arts, Chapel and Library. 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 Prefect, Community Service Prefect, Chapel Prefect, Sport Prefect, Debating and Public Speaking Prefect, Music Prefect and four House Captains.

Other leadership positions include: Head Chorister, Choir Leaders, Deputy House Captains, Music Ensemble Captains and Sports Captains.

## **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 2017, staff were engaged in a range of professional development activities ranging from embedding 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 Master 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, mentoring and being on panels, Parents' and Friends' Association, Friends of the Arts, Saints Sport Support Group and Friends of Rowing.

The global service learning program continued in the School. Year 11 students travelled to Cambodia with PAC to build houses in conjunction with Volunteer Building Cambodia. They also worked in the New Hope for Cambodia Children Village, 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 ongoing welfare of students within their Home Group.

In addition, the School Psychologist 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**

Reception to Year 2 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) and to build emotional resilience.

The pastoral care and wellbeing program in Years 3 to 6 draws from a number of evidence-based sources including the 'Bounce Back' program. The Junior School Pastoral Care Program was also supported by School Psychologist Ms 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 Years 2 to 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 Assembly certificates, class meetings, SRC Discos (R – 1, Years 2 – 4, Years 5 – 6), Year 6 Team-Building Afternoon, Young Leaders' Day, Year 6 Dinner, Interhouse 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 School Psychologist working closely with the Head of Middle School and Home Group teachers to plan and deliver age-appropriate programs.

Year 8 students followed the 'Healthy Minds' program, whilst Year 9 students were engaged with the 'Rite Journey' Pastoral Care program.

Pastoral care in the Senior School is primarily overseen by our team of Home Group teachers. The girls remain with their House group and have the same Home Group teacher through Years 10 – 12. This allows the girls to form close connections within their House and also ensures that our staff truly get to know each girl. Home Group teachers are the first point of call on all issues and there is time structured within each day where they touch base with the girls.

The Senior School #EMPOWHER program provides girls with knowledge and skills that can be used to improve their overall level of wellbeing. Topics include conflict management, stress management, time management, procrastination, assertiveness and sleep. This content is delivered by our Home Group teachers who will also meet with each girl for a 1:1 interview every Term. The girls set clear individual goals for each term, and the regularity of these meetings ensures staff are able to track the progress of every girl.

Camps and retreats also comprise a significant part of the Senior School wellbeing program. Year 10s embark on a week-long Outdoor Education experience in the Flinders Rangers. Students are challenged through a variety of activities and are afforded the opportunity to make closer links with girls in their House. Year 11 and 12 participate in our Retreat Program. The focus of the Year 11 Retreat is the development of leadership skills and the Year 12 central theme is one of self-reflection.

### **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.

#### **Our Saints**

Beyond parents or guardians are a host of people who are deeply connected to our girls. In 2017, Saints Girls encouraged these much loved ones to join our newly created community group, 'Our Saints'. Our aim is to bring together all the people who are special to our girls and want to participate in and know more about their education at St Peter's Girls' School. These special people could include grandparents, aunts and uncles, Godparents, Old Scholars or friends of the family – anyone who takes an interest in the life and education of a Saints girl. In 2017, our inaugural year, we started to invite an exclusive group to identify themselves as 'Our Saints'. These people were added to our database and started to receive our 'Saints Alive' biannual publication. As this membership grows, we hope to hold special events which will cater to these people and may include morning teas, visits to the classroom and/or an annual Christmas function. We hope that these opportunities will provide fresh new opportunities to socialise with like-minded individuals.

#### **Business Directory**

In 2017, we launched our St Peter's Girls' School Online Community Business Directory which can be accessed through our online Parental Portal. It encourages community members to promote their businesses and for families to support these businesses connected to our School. All proceeds go towards our Parents' and Friends' Fundraising efforts.

#### **Building Fund with Fees**

The Voluntary Foundation Building Fund donation included on invoices/statements is an option for our current parents to help meet the costs of education that tuition revenue alone does not cover. Donations to the Building Fund in 2017 supported needs in the yearly operating budget. It's been said that from little things, big things grow, and our Building Fund helps us to bridge the gap between the fees paid for tuition and what it costs to educate a child at St Peter's Girls. Tuition fees alone do not cover the cost of educating a child at St Peter's Girls' School. Philanthropy is an essential part of our community life and, like most private schools, Saints Girls relies on other income to help meet our yearly operating costs. One of the Foundation's largest sources of annual

donations is our Voluntary Foundation Building Fund campaign. In 2017, 175 parents added a contribution when paying School fees, making a vital difference to the School's financial health. A total of \$61,800 was raised through the Building Fund in 2017. The tax benefits of giving to the Building Fund make it attractive. All of our Building Fund donations go directly to our School's Master Plan and other building projects.

### **2017 Foundation Tax Appeal**

At tax time, we asked our community by direct mail to please consider joining our community of generous donors to become key part of our 'story', by playing a role in our Master Plan. The letter asked our entire community to support our vision for a newly renovated St Peter's Girls' Library.

Libraries of the future must be dynamic spaces, rich in technology that provide flexible solutions for research and study. The environment should harness the power of learning, seamlessly blending physical and digital resources. Our new Library is special in that it is the academic heart of the School, and this redevelopment will be a place to ignite creativity in our girls. This exciting building redevelopment is another key project in the story of our School's Master Plan to steadily upgrade facilities to world-class standards. In 2017, through the generosity of our families, \$29,002 was raised, which helped make our exciting vision for learning a reality. This will ensure St Peter's Girls continues to provide the best possible opportunities for our remarkable young women, now and into the future.

### **Donor Thank You Function**

On Thursday 3 August 2017, it was the Foundation's absolute pleasure to showcase our new Middle School to those valued donors who gave to the Foundation over the past two years. Our guests had the opportunity to talk with our Middle School students, staff and Board Members about the new facility. Everyone in attendance agreed the transformation of the building is astounding and the excitement in the room was electric as everyone had the opportunity to wander around and admire this new space for our girls. At the function, our Principal Julia Shea was presented with an invaluable and unique gift brought all the way from China by the grandfather of four of our students, Pingde Han. In China, calligraphy occupies a distinguished position in the field of traditional art. It is not only a means of communication, but also a means of expressing a person's inner world in an aesthetic sense. This unique and special piece of art was specifically commissioned by the Han family for the School and was painted by a famous Chinese Calligrapher; it says "The Beautiful St Peter's Girls' School". After the official function, our guests were then given the opportunity to experience the amazing talents of our Middle School students by attending our School Musical 'FAME' in the Arts Centre.

### **Foundation Long Lunch**

The first St Peter's Girls' Foundation Long Lunch took place on Sunday 24 September 2017. The day was a huge success. Over 200 people attended the 2017 event (175 guests, staff and volunteers), which was our first annual Foundation Long Lunch to raise awareness of and funds for our Master Plan, *The Next Challenge: Building for Tomorrow*. We were very happy to announce that thanks to the generous and collaborative support of our community, the event raised a total of \$68,000 and a net profit close to \$50,000 which went directly to our Library project. On the day, our esteemed guests enjoyed an amazing Greek inspired meal, refreshments, raffle, auctions and entertainment by George Kapiniaris. This was thanks to all the individuals and businesses who generously contributed with time, sponsorship, goods and services. Our guests bid enthusiastically on the Major and Silent Auctions, not only due to the wonderful selection of items, but also because they knew every dollar raised would directly benefit our students.

### **Scholastica Society Annual Thank you Event**

The Bequest Society is named in honour of Sister Scholastica, a key figure in the history of St Peter's Girls' School. The logo features a violet flower as a symbol of her birth name, Violet Ferris. The violet is known as a symbol of faithfulness and promise, which has a lovely resonance with the generosity of bequests. The School acknowledges and honours those who make a bequest by offering membership of the Scholastica Society. On

Monday 13 November 2017, Scholastic Society members and past Board of Governor members were invited to a function hosted by Principal Julia Shea and our Chair of the Board, Courtney Morcombe. They enjoyed refreshments before being given a personal guided tour of our completed Middle School and Museum renovations and also a sneak peek of our Library, which was still under construction at the time. The generous support of those who have given to the Foundation in 2017 is absolutely invaluable.

### **Community Support Groups within the School**

The community support groups within the School continue to grow and make a significant contribution. For these groups of dedicated volunteers, it is rewarding to be able to give back by making a tangible impact and difference in the lives of our students.

### **Parents' & Friends' Association**

Saints Girls has always been fortunate to have a motivated team of parents whose drive and dedication support the community feel of the School. The aim of the committee in 2017 was to rebuild the 'fun' in fundraising. We worked hard to support school-driven functions while hosting unique P&F lead events by including and collaboratively working with all the other community groups in the School. The first event of the year, Drinks on the Lawns is always a highlight of our calendar. The event was very well attended by our current and new parents and staff members. The P&F ran a Golden Ticket Lottery which made a small profit. The Quiz Night in 2017 was well attended by approximately 200 people, raising approximately \$7000 over the night. The AGM was held in November 2017; a new President and Vice President were appointed, both of whom have girls in the Junior School.

### **Friends of the Arts**

The Friends of Arts feel privileged to be part of a school that values The Arts and provides opportunities for students to express their creativity, ingenuity and gain confidence through The Arts. This group works tirelessly to support The Arts within the School and, in so doing, supports the girls and their artistic endeavours. With the selling of refreshments, sausage sizzles and cheese platters, they work together to raise funds that are then available to purchase supplies and equipment for our budding performers, musicians and artists. 2017 once again was a busy year with a never-ending stream of events calling for FOA involvement. The highlight of Term 1 was the Music Camp held at Ardrossan. Music students work tirelessly on their performance, with workshops and practice sessions consuming their day, while a few mums work tirelessly to keep them fed. The concert at the end of the weekend is not only a beautiful gift to the Ardrossan community, but an opportunity for the girls to practise performing. Term 2 involved a Strings concert and the wonderful Winter Cabaret which is always a highlight on the school calendar. FOA mums work hard to make this event really special, decorating the Arts Centre, selling cheese platters as well as the usual FOA fare. Term 3 was incredibly busy as they supported the guest artist Kirby Shaw, the Middle School Musical FAME, Year 12 SACE Dance, the Senior Drama Production and the Year 5 Production of 'Disney The Lion King JR.'. It was particularly satisfying to see the visual artists showcasing their work at some events as well. The hard work of FOA paid off with the purchase of new banners for the music stands. The willingness of the group and the camaraderie that has developed over the year as they have worked together has been amazing.

### **Mothers' Club**

In 2017, the Mothers' Club enjoyed another successful year of fundraising, thanks to the support and generosity of our School. Our first event was the Dads' Night Out on Friday 7 April. Blessed with great weather, over 40 Saints Girls' dads enjoyed themselves for a pleasant few rounds of bowls. Mother's Club members catered for the event and conducted a raffle, raising \$2140. On Friday 12 May, the Mothers' Club hosted over 65 Saints' mums at The Robin Hood for the Mums' Night Out, to celebrate Mother's Day. This was a lovely opportunity for mums from across all year levels to get together. The event was a huge success and, between the ticket sales and raffle, raised over \$3000. Entertainment Book sales were also very successful again, raising \$1200. We finished off the year with our annual BBQ held on Chiverton Lawns which is a thank you to the School from the Mothers' Club and Year 12 students. As promised, all funds raised in 2017 helped pay for the infrastructure

supporting our new Middle School development and went towards the new St Peter's Girls' sign on the lift shaft, as well as surrounding benches and seating. This area will be a beautiful space for the girls to enjoy for years to come.

### **Friends of the ELC**

The Friends of the ELC supports the growing numbers of families in the Early Learners' Centre by providing a range of informal and advertised events. It is a very enthusiastic group which in 2017 hosted several key events including Parent Morning Teas, Twilight Picnics and New Parent Events. An additional task of the group is fundraising and this was done largely through the sale of food and drinks at the twilight events including the annual Christmas Concert and picnic on Chiverton Lawns in November. One of the 2017 highlights for the Friends of the ELC was their annual Ladies' Day Out attended by over 60 people.

### **Friends of Rowing**

Friends of Rowing is the parent support group that assists with the operation of the Rowing program at St Peter's Girls. Activities include fundraising, assisting with camps, supporting crews at regattas, transporting and erecting marquees, organising social functions and liaising with the School via the Director of Rowing. 2017 was another great year, producing inclusiveness, friendship and fun on top of all the hard work that goes into rowing.

## 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 2017 ranged from diplomas to Master's degrees:

Qualification	Teaching Staff
Master's degree	13
Double degree	9
Degree	21
Degree and additional qualifications	29
Diploma	7

### 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

4.00 FTE (6%) of staff left at the end of 2017.

The total of teaching staff was 69.72 FTE, therefore we retained 88%.

## 3. WORKFORCE COMPOSITION

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

Secondary Teachers	42.53
Junior Teachers	27.19
ESOs / Administration	38.75
Maintenance Staff	5.00
	113.47

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 2017 school year for each year level is as follows:

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

Term	Attendance rate per term
Term 1	96%
Term 2	95%
Term 3	93%
Term 4	95%

Non-attendance is recorded electronically using Synergetic during Lesson 1 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 and sign in. Reasons for non-attendance are predominantly for sickness, medical reasons, appointments or any explained absence given by a parent.

Absences due to holidays during term time are recorded as absences of unapproved leave 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 School achieved excellent results in both the SACE and the IB Diploma:

- Median ATAR of 94.75
- 45.3% of students achieved an ATAR of 95 or above
- One student attained a perfect IB score of 45 (99.95 ATAR) with eight merits
- 37 merits in total
- Tennyson Medal (SACE English Literary Studies) awarded to a student from the School for the sixth consecutive year

## 6. STUDENT OUTCOMES

### 2017 NAPLAN Results

Once again, the students achieved pleasing results in the NAPLAN tests:

Year	Test	SPGS Mean	National Average	% reached the National Minimum Standard	Number Absent	Number Withdrawn	Number Exempt
Year 3	Reading	499.4	431.3	97	0	4	0
	Writing	475.2	413.6	100	0	4	0
	Spelling	460.5	416.2	100	0	4	0
	Grammar and Punctuation	484.7	439.3	97	0	4	0
	Numeracy	438.4	409.4	100	1	4	0
Year 5	Reading	571.2	505.6	100	1	0	0
	Writing	543.1	472.5	100	0	0	0
	Spelling	547.8	500.9	100	0	0	0
	Grammar and Punctuation	577.0	499.3	100	0	0	0
	Numeracy	543.3	493.8	100	2	0	0
Year 7	Reading	583.3	544.7	100	0	1	0
	Writing	577.4	513.0	100	0	1	0
	Spelling	570.7	549.6	100	0	1	0
	Grammar and Punctuation	602.1	541.6	100	0	1	0
	Numeracy	591.6	553.8	100	0	1	0
Year 9	Reading	623.1	580.9	100	1	3	0
	Writing	636.0	551.9	100	1	3	0
	Spelling	620.6	581.5	100	1	3	0
	Grammar and Punctuation	624.5	574.1	99	1	3	0
	Numeracy	648.9	592.0	100	3	3	0

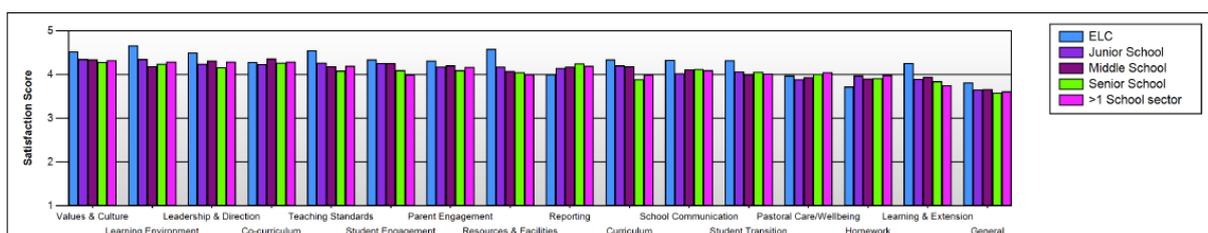
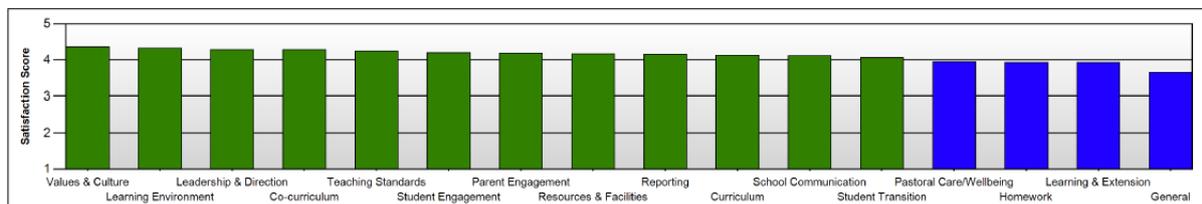
## 7. PARENT STUDENT AND TEACHER SATISFACTION

St Peter's Girls' School undertook a series of self-designed surveys in 2017 to collect student and parent data in the area of wellbeing. This data was then used to objectively plan the School's new #EMPOWHER wellbeing program. Collection of data ensured that our content was reflective of student and community needs. Those students in Years 7 to 12 completed a 108-question wellbeing survey on a range of topics including, but not limited to, time management, studying, stress and confidence. The survey underwent three drafts and was tested with groups of sample students prior to implementation. All students completed the survey with the lead in from one teacher and were able to ask questions to clarify any questions. Data was collected and a report formulated which was provided to all school staff and presented back to the students. Findings within this report were used to drive areas of development in our program and have provided us with baseline data that we can review post-implementation. Parents of those students were also surveyed on the same content areas. This was used to gain an understanding of parent priorities in the area of wellbeing; it also highlighted for us the disconnect between the beliefs of girls and their parents in numerous areas. The parents were provided with a report outlining these findings which also compared parent data with the data gained from their daughters.

### 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, as covered off earlier in this document. 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).



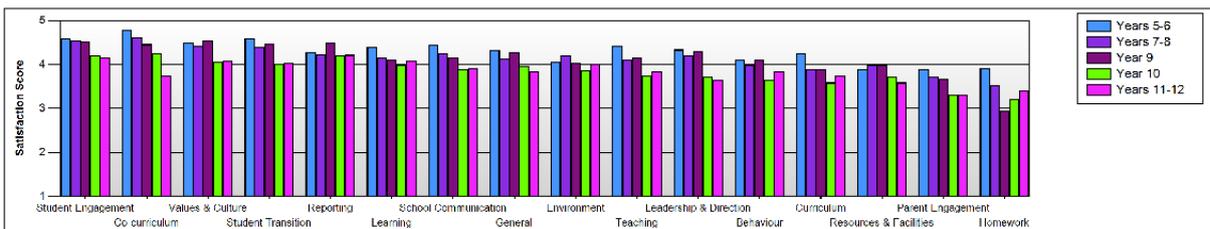
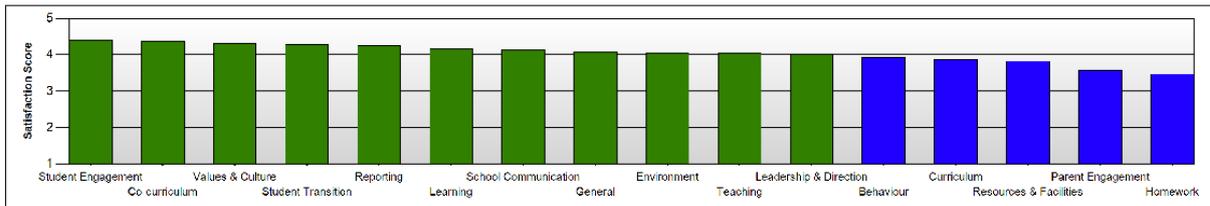
With a variety of accelerated learning programs taking shape and the development of our formal wellbeing program, the School anticipates great improvement in areas including learning and extension, pastoral care, wellbeing and homework.

The School also launched a new Parent Portal in 2017 which built on our existing portal by bringing parents much more information at their fingertips. It offers 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 have been boosted to ensure parents can share in our girls' success and other exciting developments. A highlight was the roll out of regular videos on our Facebook page, as well as our weekly eNews and fortnightly ELC eNews, a move which has received excellent feedback from parents in connecting them with daily life at Saints Girls.

## Student Satisfaction

Students in Years 3 – 6 completed a 41-question wellbeing survey with those in Years 4 – 6 completing an additional two questions. This survey underwent four drafts and students were provided with a rationale from one staff member prior to completing the survey. This was done to ensure a consistent message was delivered, and for the survey to be completed accurately and honestly. These results have provided baseline statistics for the School which are being used to develop a scope and sequence for the Junior School wellbeing program. The survey will be re-implemented post-implementation to provide measurement of program success.

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 assists 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).

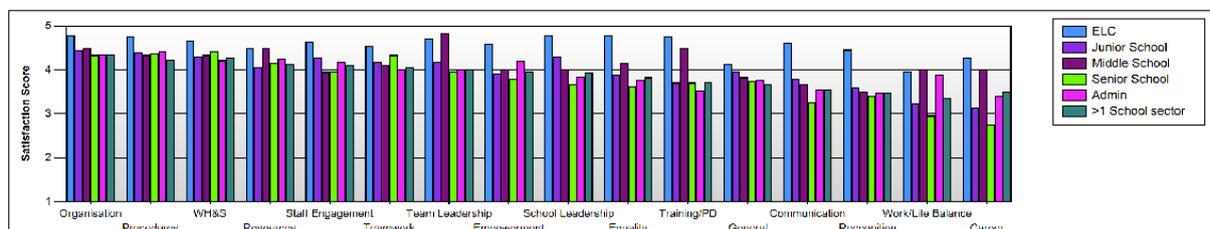
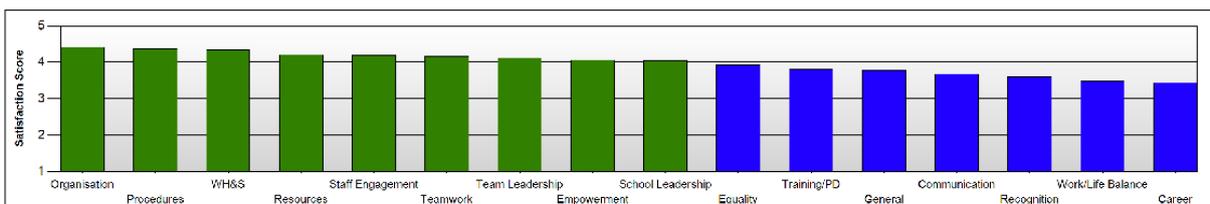


The findings were largely positive, with homework and parent engagement two areas identified for further improvement. As stated, these areas have been in extra focus during 2017 as the School formalises wellbeing strategies and launches a new Parent Portal.

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).

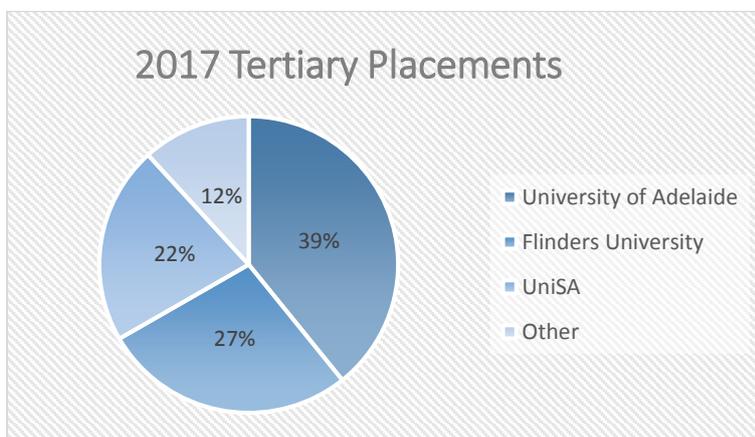


Feedback and indicators of satisfaction are also gauged and responded to via the weekly staff briefing, the annual staff appraisal process, matters raised directly by individuals with the Senior Leadership Team, discussions at various staff and faculty meetings, as well as items addressed with the Work, 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.

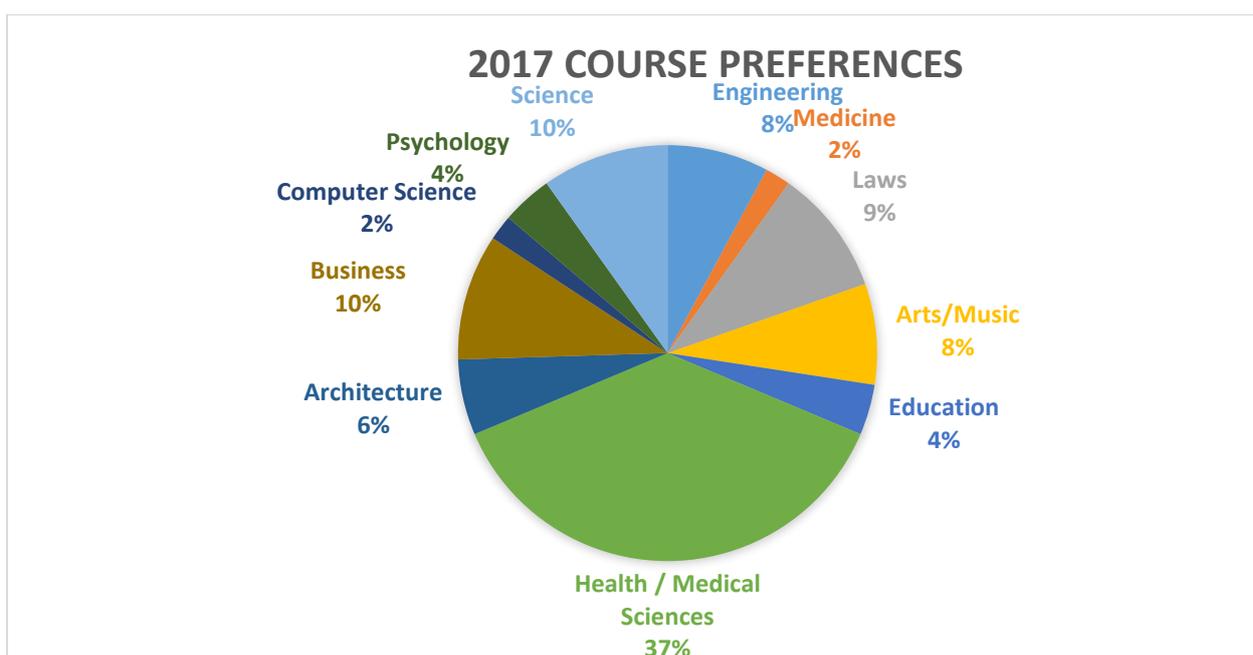
## 8. POST-SCHOOL DESTINATIONS

In 2017, 96% of our Year 12s were successful in securing a university place, with 74% receiving their first preference. Most of these were at South Australian tertiary institutions, while some ventured interstate and were successful in securing places at ANU, University of Queensland and the University of Melbourne.

SATAC offers by institution were as follows, indicating that the University of Adelaide was the preferred option for our students, followed by Flinders University for the first time:



This table indicates first round offers into courses:



## 9. SCHOOL INCOME

Fees and excursion income	12,292,470	69.5%
State Grant	919,956	5.2%
Commonwealth grant	3,212,192	18.2%
Donations	92,294	0.5%
Other	<u>1,178,638</u>	<u>6.6%</u>
	<u>17,695,550</u>	<u>100.0%</u>