



ST PETERS

GIRLS

ST PETER'S GIRLS' SCHOOL
SCHOOL PERFORMANCE REPORT 2018

INTRODUCTION

St Peter's Girls' School receives funding from the State and Federal Government. 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 Government 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 2018 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 125 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 practises 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 and Food). In 2018, 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. At the end of Term 4, SACE Year 11 students were involved in dedicated classes to help them consolidate their subject choices and prepare for the following academic year. IB students undertook a range of activities in these time slots, including Group 4 project work. Our senior students are fortunate that we are able to offer two distinct programs in Years 11 and 12. With a record number of students choosing the International Baccalaureate Diploma option at the School in 2019, both programs are in robust health, offering students a choice of pathways that caters for different learning styles and interests.

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	218 students
Junior School	311 students
Middle School	192 students
Senior School	213 students
TOTAL	934 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 Overseas Students.

Student exchanges / visits

Throughout 2018, 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, Sherborne Girls' School in the UK and Kent Place School in the USA.

Special category students

In Term 4 2018, we had the following special category students:

3 indigenous students

32 international students (FFPOS)

15 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	46 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	9 students

Special curriculum initiatives

In 2018, Entrepreneurship and STEM continued as major focus areas. Year 10 students were invited once again to participate in the Australian eChallenge in Schools competition hosted by the University of Adelaide's Entrepreneurship, Commercialisation and Innovation Centre. 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. Our best-placed team finished second in its category. GEMS (Girls in Engineering, Mathematics and Science) was taught as a Year 10 elective subject for the third time in 2018. 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 into the Subs in Schools competition. As was the case in 2016 and 2017, our students performed well in this competition, with all four of our teams reaching the National Finals. Once again this year, our students did us proud in an array of other STEM competitions as well. For example, two of our teams were State winners in the *Search for the Next Tech Girl Superhero* competition.

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 further developed and enhanced in 2018. 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.

Following successful readiness testing in August 2018, the School will be moving to online NAPLAN testing in 2019.

IT Strategic Plan: a committee worked very hard in Terms 1 and 2 on a new strategic information technology vision for the School, which embraces the use of technology in the classroom, the security and performance of our infrastructure, streamlining administrative processes, and ultimately the imperative to future-proof our students. Here are some of the key extracts from our vision statement:

- *We will enthuse and empower our students through meaningful Digital Learning*
- *We will deliver programs that maximize flexible learning opportunities*
- *We will leverage technology to promote and facilitate global learning*
- *We will offer a clear curriculum pathway in Digital Technologies*
- *We will commit to quality, focused and ongoing Professional Learning programs for teaching staff and encourage innovation in staff and student use of ICT.*

The Intensive Languages Program was introduced in the Junior School in 2016 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

- Ongoing teacher professional development to embed 1:1 digital technologies (iPads) into learning and teaching R - 6
- 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 continued to invest significant time in further developing our online learning management system Canvas.

- Teachers enhanced their use of learning intentions and success criteria in all classroom practice.
- Continued the 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 expanded from Reception to Year 3 (introduced 2017) to include Years 4 - 6 as well, with students and teachers becoming familiar with the strategies and teaching opportunities attached to a variety of hands-on strategy games.
- Continued intensive professional learning around Mathematics pedagogy through staff training sessions, purchase of materials, making teacher resources readily accessible and providing classroom mentoring.
- Increased staffing for supporting EALD students.
- Mapped Keeping Safe: Child Protection Curriculum against current program, adding specific content where required.
- 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 'Mary Poppins 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 2018, 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. Programs of study were reviewed in 2018 as part of the School's re-accreditation process. 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.

A major step forward in 2018 was the introduction of continuous reporting in Years 7 - 12. Parents and carers now have quick and easy access to the latest assessment feedback posted by teachers; this gives them a much better real-time picture of how their daughter is progressing. Many other schools around the world have embraced this approach to reporting; evidence has long shown that end-of-semester report comments arrive too late to have any real impact and are often subject to word-count constraints and a need to summarise everything into a few lines.

Specific faculty initiatives and activities:

The Arts co-curricular initiatives

Term 1

- Academic Assembly (Concert Band performance)
- Annual 3-day Music camp to Ardrossan (90 students from Years 5 - 12)
- Ardrossan Music Concert and fundraiser
- Garden of Sainly Delights performance Stage Band and SACE Dance
- 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
- Strings Concert (Senior Strings, Extension Strings, Intermediate Strings, Junior Strings)
- Assembly Music performances
- Assembly Dance performances

- Participation at SACE Dance Day at Festival Centre
- SACE Dance excursion to Bangarra Dance Theatre performance at Dunstan Playhouse
- SACE Drama performance excursion

Term 2

- Lunchtime concert (Enchante, Vocal Quintet, Stage Band)
- Week-long Artists in Residence program – Emma Pask and Ross Erwin
- School Cabaret Concert featuring Emma Pask and Ross Irwin and SACE Dance collaboration - compered by Keith Conlon
- Year 3 Strings / Year 4 Band parent information evening and “have a go” night
- SACE Stage 2 Solo Performance Concert
- Assembly Music performances
- Assembly Dance performances
- Middle School Arts Night - featuring Music solo performances and display of dance and drama presentations from Middle School classes
- Visual Arts gallery set up in Arts Centre foyer - middle and senior work
- SACE Drama performance excursion
- Year 6 Art excursion to Monet Exhibition

Term 3

- Thursday Club Twilight concert
- Year 12 Drama Production
- ABODA band festival (Concert Band, Development Band, Stage Band, Senior String Ensemble, Junior String Orchestra)
- Twilight Concert and SACE ensemble summative assessment (Thursday Club, Enchante, Stage Band)
- SACE Stage 2 Music Concert
- Year 3 Strings / 4 Band music afternoon
- Year 5 Musical
- Assembly Music performances
- Assembly Dance performances
- SACE Dance choreographic evening - showcasing the original work from Stage 1 and 2
- SACE Dance ‘Creation’ performance
- Year 9 and SACE Dance workshop with Kim Adam (Transit Dance in Melbourne)
- SACE Dance enter SASDS Dance competition, gaining second place
- SACE Drama Production ‘Shape of Mind’
- Indigenous dance workshop

Term 4

- Celebration Day – Chapel Band performance and general music support
- SACE Stage 2 Music Performance Exam
- Wendy's Singing Concert
- ELC Christmas Concert
- R - 2 Nativity
- Professional sound and video recording of 'We Are St Peter's Girls'
- Professional sound and video recording of Enchante
- 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
- 'Run Girl Run' Dance film collaborative project for Presentation Night
- Assembly Music performances
- Dance Assembly performances
- SACE Dance excursion to Oz Asia Festival performance 'Dancing Grandmas'
- SACE Dance excursion to Oz Asia Festival to see solo Japanese contemporary dance performance '1:1 Andropolaroid'
- SACE Dance excursion to Odeon Theatre to see Dance North's 'Rainbow Vomit'
- SACE Dance workshop with Jack Zeising from Dance North
- Year 9 & 10 Drama Night

English Faculty

While the bulk of what is achieved in the faculty occurs in the classroom day-by-day, a range of activities throughout the year contribute valuably to the academic and creative goals of the faculty. Girls in Years 7 to 10 had the opportunity to tackle the ICAS English Competition in early Term 3 and, once again, the results were excellent: 21 students achieved merits, 53 achieved credits and 15 achieved distinctions. High Distinction Certificates are awarded to students who achieve in the top 1% of entrants across Australia and, in 2018, one of our Year 7 students achieved this remarkable result.

On Friday 31 August, all students in Years 7 to 11 had the privilege of attending one of two performances by Bell Shakespeare. The troupe of three actors, who travel the country performing plays that educate students about The Bard's works, presented 'Shakespeare is Dead' – a 45-minute exploration of the language, themes, style and value of all 37 of the plays – to the Year 7, 8 and 9 students, and followed that with a truncated version of *Macbeth* for the Year 10 and 11 students. In addition to this, students also had the opportunity to engage in a number of external events: in late May, the Year 12 English girls attended a day with the State Theatre Company event, experiencing an experimental production entitled 'Terrestrial', a two-hander that explored loss, isolation and the challenges of adolescence; in June, a select group of girls mingled with a range of authors at the Meet the Writers Festival; and in early August, Year 12 English Literary Studies students had the opportunity to attend the Exam Preparation Evening held by the South Australian English Teachers Association.

This year was also a ground-breaking one for the Year 12 English Literary Studies students who were part of the first cohort in the country to undertake an online end-of-year examination. Attracting national media attention, the online experience was a very positive one in which students were able to demonstrate their skills at reading

unseen passages in a critical fashion.

Since there has been an increasing focus upon examinations involving the critical reading of texts, one project that the faculty has worked on this year has been the development and implementation of a secondary schoolwide focus on Critical Reading skills. This has involved the development of a scope and sequence for students from Years 7 to 12 and embarking on a process of material acquisition and creation in order to ensure that our students sequentially develop the appropriate skills in this increasingly important area of testing. Just as this mode of assessment has been a focal point for the year, modes of reporting have also been central to the faculty's professional development. With the implementation of continuous reporting across the School, the faculty was intent on developing timely, detailed and useful written feedback on assignments through the Canvas platform.

2018 ended 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 fifth cohort of IB English A: Literature achieved pleasing results with 89% achieving either 5 or 6. Of the students studying SACE English, 100% achieved results in the A or B band, with one student achieving a Merit Award. In SACE English Literary Studies, the average was 92% with four students achieving Merit Awards and 96% of students achieving a grade in the A band. Such results are the outcome of skills built over many years by a range of teachers and are indicative of the robust nature of the English Faculty across the Middle and Senior Schools.

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)
- Year two of the new IB courses that were introduced in 2017:
 - IB Chinese A Language & Literature (opened to other schools; one student from Walford)
 - IB Spanish ab initio
- Last year of Japanese in the Junior School
- Inaugural Saints Girls' International Film Festival
- Global Exchange language component
 - fifth trip to Montreal in French-speaking Canada
 - fourth trip to Senzoku Gakuen near Tokyo in Japan
 - third group of students from Senzoku came to Saints in Term 1

Mathematics

- Continued development of our use of Canvas and its functionality, including the transition to continuous reporting
- Continued refinement of the Years 7 to 10 Mathematics courses, including the implementation of the 9A Mathematics course and assessment
- Using Learning Field in Years 7 to 10 from within Canvas
- Trialling online Mathspace with some classes
- Continued usage of online HOTMaths
- Refinement of Stage 2 SACE Mathematics courses
- Introduction of Stage 2 Essential Mathematics course as a Year 12 subject
- Introduction of Stage 1 Essential Mathematics as a full-year course at Year 11
- Introduction of IBDP Mathematical Studies Standard Level as a Year 12 subject
- Hosted MASA Student Quiz Night with over 200 students from a number of different schools

- Encouragement of student involvement in activities such as AMC and ICAS competitions, MASA Quiz Night, SA Schools Maths Competition, MCYA Challenge and Enrichment Series, Australian Intermediate Mathematics Olympiad
- Establishment of a Maths Help session twice a week at lunchtimes to assist students
- Using Microsoft OneNote to deliver lesson content, particularly in Middle School
- Encouragement of students going to Mathematics Enrichment and Experience Days at local universities, such as Ingenuity, MathsCraft, and Girls in STEM program

Science

- Team teaching of Year 10 GEMS to broaden the expertise provided to students
- All four teams invited to National Finals of Subs in Schools Technology Challenge
- Continued development of Year 7 to 9 Science through greater incorporation of Science as a Human Endeavour
- Implementation of new Stage 2 Biology, Chemistry and Physics Subject Outlines
- Further incorporation of Scootle ICT resources into courses and selective incorporation of Science by Doing resources and phET simulations
- Participation of all Year 7 - 10 students in Big Science competition
- Participation of selected Year 10 and 11 students in the Science Olympiad exams
- Continued development of Canvas courses including content and assessment
- Staff attended several targeted professional development activities – IB staff attended workshops on Biology; SACE staff attended implementation and marking workshops for new Stage 2 courses to be delivered in 2018; all staff participated in a PASCO hardware and software workshop
- Extensive consultation regarding plans for new Science building

Humanities

- Acknowledge and participate in the Centenary of ANZAC commemorations through ACARA History Curriculum, school newsletter, assemblies, ANZAC Day and Remembrance Day.
- Year 7 - 10 students participated in both the Australian Geography and History Competitions.
- Students encouraged to take an individual direction with their further study of History through the Premier's ANZAC Spirit Award; we have had students win this prize in four of the last six years, including Holly Wallman-Craddock (2018).
- Appraisal process to meet both school and faculty goals in relation to the AITSL standards. Growth and Learning Reflection and Evaluation completed by all Humanities staff in 2018.
- A focus on differentiating the curriculum to incorporate assignments which facilitate success-oriented options catering for differing abilities, learning modes and student choice. This was a particular emphasis with Year 7 History Ancient Civilisations.
- 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. This will be especially helpful with the new Stage 1 Business and Innovation course in 2019.
- Support the resourcing and professional learning of teachers undertaking the IB History, Psychology and Economics curriculum. In 2019, the emphasis will shift from IB History to the new Group 3 offering Global Politics at Year 1.
- Experiential learning as the focus of Year 12 Business and Enterprise including excursions to the Adelaide Business and Enterprise Centre and Business Leader forums.
- Develop students' awareness and involvement in National Reconciliation Week. The graduation of two students has seen the appointment of two new Senior School RAP Ambassadors.
- Year 11 Legal Studies class has been competing in the South Australian Law Society Mock Trial Competition in partnership with Prince Alfred College.

- Year 12 Legal Studies students have competed in High School Mooting Competition conducted through the Bond University Faculty of Law. Successful participation (3rd place at Bond Mooting in 2018) to continue in 2019.
- Continue cross Sub-School practice of Middle School students engaging in and presenting their learning to Junior School students. This year, a Year 9 group created World War I movie trailers and presented them to Year 6 students to connect with their studies in Australia as an emerging nation.
- Utilise the eNews in an ongoing way to report on curriculum activities and immersive incursions and excursions.
- Support Environment Club lunchtime initiatives, such as the Butterfly Garden at the ELC and Plastic-Free Wednesdays.
- Participation in the ANZAC Day Schools Awards saw students participate in the ANZAC Day Dawn Service with Kensington RSL and the holding of an ANZAC Day themed assembly in Term 1 with guest speaker Brigadier Ellis Wayland of the Kensington RSL sub-branch.

Health and Physical Education

- Improved development of rubrics for assessment across all HPE units in R - 12
- Strengthened Samsung Smart School relationship with Saints Girls through shared use of GPS monitors and biomechanical analysis equipment, e.g. force plates
- Relationship with Handball SA for coaching in senior PE and were part of inaugural schools' women's handball tournament
- Preparation for new Stage 1 PE course: focus on collaboration and evaluation of data, greater depth of content, different assessment styles, practical and theory combined
- Introduction of surfing and squash into the Stage 1 PE curriculum
- Greater focus on lifelong fitness and physical activity in units throughout Middle School
- Use of role models to encourage participation from clubs in region, e.g. Crows AFLW players, SACA (women's cricket)
- Certificate III in Fitness course completed within school through a partnership with Foundation Education
- Increased responsibility of Sports Captains in promoting physical activity
- 'High Performance' subject developed data collection tools for link to new Stage 1 PE course in 2019
- More sport-specific Units of Inquiry for Year 3 PE

eLearning ELC to Year 12

- Heightened refining of our pedagogical practice and usage of the Canvas learning management system. The consistent improvement in usage beyond the implementation and refinement of design and usage stages has been sustained. This included:

CANVAS FEATURE	INTERACTIONS 2018	INTERACTIONS 2017	INTERACTIONS 2016	INTERACTIONS 2015
Digital Assignments	398,741	324,152	213,472	154,569
Canvas Wiki Pages	220,521	180,072	143,180	103,493
Files	695,125	378,438	293,739	289,948
Grades	178,033	132,257	104,435	77,843
Quizzes & Surveys	37,104	39,132	27,928	38,581
Canvas Modules	122,682	102,308	60,547	35,888
Discussions	60,635	54,362	29,670	21,669

- The data supports a sustained increase in the interactions with Digital Assignments created and delivered within Canvas. This reflects our focus on all Summative assignments and major Formative Assignments being delivered through Canvas.
 - The data reflects a consistent increase in Wiki page usage and engagement over the previous three calendar years. This reflects staff consistent improvement and confidence in designing Digital Learning through the support they have received.
 - Availability and student engagement with files accessed through their Canvas courses has drastically improved from the previous two calendar years' growth. This also reflects staff confidence in delivering their teaching via Canvas, and how central the LMS has become to the learning within the classroom.
 - The data reflects a consistent increase in engagement with grades delivered to students through Canvas over the previous three calendar years.
 - The data reflects an increase in the usage of Survey Monkey within Research Project and Futures, seeing a slight decrease in the usage of quizzes and surveys created within Canvas.
 - The data supports another significant increase in the digital content organised in Canvas Modules. This reflects the volume of digital content now curated in Canvas courses, being organised into a linear process for students' ease of navigation.
 - The data also reflects a slight increase in the quality of usage of the LMS with an increase in engagement with interactive Canvas discussions.
- Full review of guidelines that have sought to bring consistency in course engagement and construction within the LMS, to consolidate the extensive guidelines into more streamlined documentation. Teachers and Heads of Departments were again 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)
- Full handover of the integration of Ada, our second NAO Humanoid Robot, dedicated solely to the ELC
 - Extensive Professional Learning programs developed and delivered to teaching staff at faculty, small group and individual settings; including extensive co-planning and in-classroom support for:
 - Improving engagement with formative assessment design and creation
 - Refining the design of Canvas Wiki pages' content
 - Organising content curated within Canvas in Canvas Modules
 - Blue Prints vs Canvas Commons: Which tool works for me?
 - Developing Blue Print courses
 - Leveraging Canvas No-Point Rubrics
 - Connecting students with curated resources within their Canvas courses
 - Empowering 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 with Canvas Commons
 - Backing up devices and files to OneDrive web instance
 - Backing up devices and files to OneDrive on iPads
 - Selecting the Appropriate Assignment Settings
 - Linking course content for ease of navigation
 - Providing feedback in Speedgrader using the audio and video comments functions in Chrome
 - Utilising the new Speedgrader annotations in Middle and Senior School
 - Cross-listing sections
 - Exporting the Canvas Markbook: ranking students for Academic Awards
 - Present and Explain: Explain Everything
 - Word Processing: Excel online
 - OneNote desktop application
 - Using Class NoteBook
 - Using the control box in each Middle School classroom effectively
 - Canvas Teachmeet to share best practice
 - Compressing video with handbrake
 - Creating and embedding video content into Canvas courses
 - Compressing images
 - Canvas Discussions – encouraging critical thinking through discussions
 - Utilising Padlet to capture student voice
 - Exploring Poll Everywhere to brainstorm and gauge student empowerment
 - Capturing the learning process with time lapse
 - Flipping the classroom with Quicktime
 - Creating videos: iMovie
 - Developing interactive design thinking learning experiences
 - Building Junior School students' capacity to upload their own work to Canvas
 - Using the Promethean ActiveBoards effectively
 - Using the LEGO We-Dos
 - Quicktime recordings of explicit teaching
 - Using Canvas interactive tools in Year 3 Units of Inquiry
 - Creating student monologues with iMovie
 - Creating student generated, edited and shared video with Quicktime player
 - Linking Canvas content created in courses

- Teaching Digital Citizenship Units
 - 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
 - The creation and use of videos to introduce the Rite Journey to Year 9 families
 - Introduction of productive pedagogies supported by innovative technologies to improve student engagement
- Refinement of ICT capability-building learning to prepare students to enter and exit Middle School
 - Support of new staff understanding and usage of ICT post-inductions
 - Introduction of all ICT systems and practices for new students
 - 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
 - Revision of the 1:1 App list to ensure that staff make use of productivity and creation apps rather than 'wonder apps'

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 2018
- In-service RP teachers on approaches to learning, moderator feedback and changes to course
- Introduce and participate in SACE Plato Inservice
- Source current, innovative multimedia materials to support student understanding
- Complete Plato Inservice Modules for all Assessment Tasks
- Expand Learning Intentions for each research focus
- Make available SurveyMonkey for students as a research process 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
- Restructure delivery and expectations for Assessment Type 1: Folio
- 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 2018
- Regularly visit MYIB to gain updates, changes and latest information

- Further develop and update modules and resources for Canvas (LMS) for 2018
- 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 teachers 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
- Negotiate additional release for teachers who supervise more than two students
- 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 2019 (i.e. number of staff required) and implications to teaching loads

Reconciliation Action Plan

- Update the current schoolwide Reconciliation Action Plan and submit for approval to the Narragunnawali authority
- Confirm involvement in the RAP team by staff, students, parents, Kurna representatives and the wider School community
- Appoint student RAP Ambassadors for both Middle School and Senior School
- Make connections with the local Kurna community and identify a possible Aunty for our School
- Undertake preliminary investigations into developing a cluster group which will identify the ELC as a separate entity under the one School
- Link involvement and actions of this group directly to the Australian Curriculum Cross Curricula Priority: *Aboriginal and Torres Strait Islanders History and Cultures*
- Provide our Aboriginal students with opportunities to participate in the Marni Wingku Immersion Day, the Yaitya Tita meetings, the Apology breakfast and the National Reconciliation Week launch breakfast
- Encourage Year 12 students to nominate for the Aboriginal SACE Achievers
- Foster relationships with Kurna and Aboriginal elders and community members
- Investigate the viability of offering 'Generation of Change' to Year 9
- Request a budget specific to RAP priorities, events and activities
- Consider making a formal school connection with an Aboriginal community
- Purchase an Aboriginal flag which will be flown alternate weeks on the School's flagpole
- Develop age appropriate Kurna Acknowledgement within the ELC and Junior School

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 including Highly Accomplished and Lead Teacher applications
- Continuous Reporting
- Assessment for Learning
- Project-Based Learning
- Embedding Creative and Critical Thinking Skills into programs
- SACE
- PYP
- Middle School Framework

- IBDP
- ICT
- Canvas including a full-day's training for Middle Leaders

Our R - 12 teachers this year participated in a 'Growth and Learning Review' (GLR) program. This new approach to appraisal reflects the contemporary trend away from 'top-down' systems and towards a more self-directed and personalised model. Teachers set two professional goals for the year – one free-choice and one focused on Standard Five of the Australian Professional Standards for Teachers: *assess, provide feedback and report on student learning*. It is a credit to the teaching staff that GLR-related work was undertaken with enthusiasm and efficiency.

Camping and Outdoor Education programs

Junior School

Reception - 'stay back late at school'

Year 1 - overnight sleepover

Year 2 - 2 nights at Narnu Farm

Year 3 - 2 nights at Adair (Victor Harbor)

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 2018:

Choirs

Junior Choir, Concert Choir, Chamber Choir, Vocal Quintet, Just Jazz, In-ta Jazz, Enchante

Ensembles

Flute Ensemble, Clarinet Ensemble, Brass Ensemble, Guitar Ensemble, Cello Ensemble, Junior Percussion, Senior Percussion

Strings

Junior Strings, Junior String Orchestra, Senior Strings, Extension Strings

Bands

Concert Band, Stage Band, Developmental Band, Rock Band, Little Big Band

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 Magdalene Centre and senior students serve meals on Saturday nights 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 schoolwide fundraising activities and House Charities

Christmas Appeal donations

Middle and Senior Schools

Coordination of School Support for the 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 Magdalene Centre throughout the year

CAS - Cambodia House building and service learning program with PAC and a service learning trip to Fiji

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

Sport

	Term 1	Term 2	Term 3	Term 4
Rec	Kelly Sports (Wed) Tennis (Tue Lunch)	Kelly Sports (Wed)	Kelly Sports (Wed) Netball skills (Mon)	Kelly Sports (Wed) Tennis (Tue Lunch)
Year 1	Kelly Sports (Wed) Tennis (Mon Lunch)	Kelly Sports (Wed)	Kelly Sports (Wed) Netball skills (Tue)	Kelly Sports (Wed) Tennis (Mon Lunch)
Year 2	Kelly Sports (Wed) Tennis (Thu Lunch)	Kelly Sports (Wed) Netball Skills (Mon)	Kelly Sports (Wed) Soccer skills (Thu) Aerobics (Fri)	Kelly Sports (Wed) or Dance (Wed) Tennis (Thu Lunch)
Year 3	Tennis (Fri Lunch) Tennis (Wed am) Lacrosse skills (Thu) Teeball (Mon/Wed)	Hockey (Thu/Fri) Lacrosse (Thu/Sat) Netball Skills (Mon)	Netball (Mon/Wed) Soccer (Thu/Fri) Lacrosse (Thu/Sat) Aerobics (Fri)	Tennis (Internal - Thu) Tennis (Fri Lunch) Dance (Fri)
Year 4	Athletics/Cross Country (Tue & Thu am) Teeball (Mon/Wed) Tennis (Wed am/Fri) Lacrosse skills (Thu) Dance (Fri)	Athletics/Cross Country (Tue & Thu am) Netball skills (Mon) Hockey (Thu/Fri) Lacrosse (Thu/Sat)	Athletics/Cross Country (Tue & Thu am) Netball (Mon/Wed) Soccer (Thu/Fri) Lacrosse (Thu/Sat)	Athletics/Cross Country (Tue & Thu am) Tennis (Tue/Fri) Tennis (Internal - Thu) AFL skills (Mon)
Year 5	Athletics/Cross Country (Tue & Thu am) Softball (Mon/Wed) Tennis (Wed am/Fri) Lacrosse skills (Thu)	Athletics/Cross Country (Tue & Thu am) Netball (Mon/Wed) Hockey (Thu/Fri) Lacrosse (Thu/Sat)	Athletics/Cross Country (Tue & Thu am) Basketball (Mon/Wed) Soccer (Thu/Fri) Lacrosse (Thu/Sat)	Athletics/Cross Country (Tue & Thu am) AFL modified (Mon/Wed) Tennis (Tue/Fri) Volleyball (Thu/Fri) Aerobics (Fri)
Year 6	Athletics/Cross Country (Tue & Thu am) Softball (Mon/Wed) Tennis (Wed am/Fri) Lacrosse skills (Thu) Aerobics (Fri)	Athletics/Cross Country (Tue & Thu am) Netball (Mon/Wed) Hockey (Thu/Fri) Lacrosse (Thu/Sat) Aerobics (Fri + comp)	Athletics/Cross Country (Tue & Thu am) Basketball (Mon/Wed) Soccer (Thu/Fri) Lacrosse (Thu/Sat)	Athletics/Cross Country (Tue & Thu am) AFL modified (Mon/Wed) Tennis (Tue/Fri) Volleyball (Thu/Fri) Aerobics (Fri) Water Polo skills (Wed)
Years 7-12	Aerobics Athletics/Cross Country (Tue & Thu am) Badminton Skills (Thu) Basketball (Wed) Rowing (Sat + Learn to Row) Softball (Sat) Tennis (Sat) Touch Football (Sat) Volleyball (Sat) Water Polo (Thu)	Aerobics Athletics/Cross Country (Tue & Thu am) AFL (Fri) Badminton (Sat) Hockey (Sat) Lacrosse (Sat) Netball (Sat) Soccer (Wed)	AFL (Fri) Athletics/Cross Country (Tue & Thu am) Badminton (Sat) Hockey (Sat) Lacrosse (Sat) Netball (Sat) Soccer (Wed) Rowing (pre-season)	Aerobics (introduction) Athletics/Cross Country (Tue & Thu am) Basketball (Wed) Rowing (Sat) Softball (Sat) Tennis (Sat) Touch Football (Sat) Volleyball (Sat) Water Polo (Thursday)

This year has seen more outstanding participation and amazing sporting performances. From the fantastic House spirit shown at both the Swimming Carnival (won by Selwyn), Sports Day (also won by Selwyn) and both the Summer and Winter Interhouse events, through to individual and team excellence across a wide range of sports.

Nearly all sports saw an increase in overall numbers which, given the inclusion of two new sports, is an incredible effort.

Our second Intercol against Walford saw Saints claim the Summer trophies in Softball, Tennis, Volleyball and Water Polo and only narrowly losing Basketball, and in Winter, Saints won all sports: AFL, Badminton, Hockey, Netball and Soccer.

Rowing retains great interest with all participants giving a big commitment in attending training, camps and regattas.

The Open A Tennis team retained the A grade shield for the 3rd consecutive year with Yasmin Glazbrook going the season undefeated and sister Tiana claiming the number 1 singles trophy for the third time.

With a strong history in Softball, the A grade backed up their State Knockout success in Term 1 by retaining the IGSSA A grade shield in a close encounter with Scotch College in the final.

The Winter season started well when we defeated Trinity College on aggregate to claim the pre-season Hockey trophy for the first time, and our success continued with our Under 18 Lacrosse team retaining the Judy Thurgood Trophy against Wilderness.

Several teams came very close to taking out Winter premierships, with the A1 Badminton, 8A Netball and Under 13 Lacrosse all finishing runners-up. We also had two teams that came very close to the finals, with the Open AFL and the 7A Netball teams finishing 3rd overall.

With such a diverse involvement in sports, we had a large number of girls selected in State teams including Athletics, Rowing, Swimming, Water Polo, Volleyball, Triathlon and Volleyball, and we extend our congratulations to them all. Many girls also excelled in sports that Saints does not offer including Archery, Surfing, Figure Skating, Triathlon and Cheerleading.

Aerobics

Secondary Stage 1 – 2nd

Primary Stage 1 – 3rd

Athletics

SSSSA – 2nd in A grade (81 schools entered) Saints had 18 performances ranked in the top 5% of the State

IGGSA – Overall Champions

IGSSA – Field event Champions

IGSSA – Under 15 and Open division champions

Junior Knockout (U15) – 2nd and qualified for Nationals

Intermediate Knockout (U17) – 2nd and qualified for Nationals

Aussie Rules – AFL

Open – 3rd

Middle – 5th

Intercol Champions v Walford

Badminton

Open A1 – 2nd

Open A2 – 6th

Open B1 – 4th

Open B2 – 7th
Year 8/9 – State Knockout Champions
Intercol Champions v Walford

Basketball

Open B – 4th
Middle A – 9th

Hockey

Open A – 6th
Open B – 5th
Intercol Champions v Trinity (pre-season cup)
Intercol Champions v Walford

Lacrosse

Under 18 – 4th
Under 13 – 2nd
Judy Thurgood Intercol Champions v Wilderness

Netball

Open A – 6th
Open B – 10th
Year 9A – 5th
Year 8A – 2nd
Year 7A – 3rd
Year 8/9 Knockout – State finalists – finished 4th
Year 6/7 knockout – State finalists – finished 3rd
Intercol Winners v Walford

Rowing

Head of the River
10A – 1st in the B final
10B – 4th in the final

Soccer

Open A – 5th
Open B – 11th
Middle A – 9th
Intercol Champions v Walford

Tennis

Open A – IGSSA Champions
Tiana Glazbrook – Singles Champion Trophy
Open B – 5th
Open Knockout – State finalists – 2nd
Year 8/9 Knockout – quarter finalists
Year 6/7 Knockout – semi-finalists
Intercol Champions v Walford

Touch Football (Term 1)

First season in the Catholic competition with four teams
Open A – 2nd
Open B – Champions

Triathlon

Intermediate Girls (U17) – 5th
Junior Girls (U15) – 3rd, 5th, 6th and 9th

Softball

Open A – IGSSA Champions
Open Knockout – State Champions
Intercol Champions v Walford

Swimming

IGSSA – Under 13 and Under 15 Champions
IGSSA – 2nd overall
SSSSA – 4th in A Grade
We had a number of juniors selected to represent East Adelaide who also went on to win State medals

Volleyball

Open A – 4th
Open B – 6th
Intercol Champions v Walford

Water Polo (Term 1)

Open A – Champions
Open B – Runners up
Open C – Champions
Intercol Champions v Walford

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. Our Year 9 team were crowned State Champions, joining our Year 10 team at the Nationals in Sydney.

Public speaking and debating

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

Three teams of Year 6 students were involved in interschool debating organised through the South Australian Debating Association.

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 2018, staff were engaged in a variety of professional learning activities ranging from student wellbeing and project-based learning, to Humans in Space and laser cutting techniques. IB teachers attended subject workshops and PL sessions were attended to smooth the transition in 2019 to online NAPLAN. With SACE examinations moving online, relevant teaching and support staff received training to facilitate this process. Two members of staff received financial support in continuing with their Masters studies. An information session was held regarding Highly Accomplished and Lead Teacher applications, and a number of staff members expressed interest. Three members of staff attended interstate Middle Leaders' training. JS staff attended several different sessions focused on using technology in the classroom.

Community outreach

Many opportunities are on offer for 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, The Friends of The ELC and Friends of Rowing.

The global service learning program continued in the School. Many Year 11 students travelled to Fiji and another group ventured to Cambodia with PAC to build houses, improve grounds and support students in 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 level of self-efficacy 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) as well as 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.

2019 sees the launch of the comprehensive R - 6 #EMPOWHER program which has a major focus on developing resilience and expanding students' emotional vocabulary. It consists of a number of core components, carefully mapped to ensure a continuous wellbeing program that flows seamlessly from one year to the next.

Other Junior School pastoral care activities include:

Buddy class activities, House meetings, Sub-School assemblies, social interaction with boys' schools, recognition of effort, achievement and upholding school values through Assembly certificates, class meetings, a variety of House-based cross-age activities, Year 6 Dinner, Interhouse Quiz Afternoon and student orientation programs.

A great deal of work was undertaken to review current pastoral care programs, survey students, analyse school and Australia-wide data, and scope a new evidence-base wellbeing program in response to the findings. Writing of specific content began in the second half of the year, in preparation for delivery in 2019.

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.

This year saw the continuation of our pastoral care program for Year 9 called The Rite Journey. This program was designed by renowned South Australian educationalist Andrew Lines and adapted with his help for our specific needs. It was delivered through Home Group time and dedicated lessons by the Year 9

Home Group teachers. The course is split into four main areas: (1) Relationships with Self (2) Relationships with Others (3) Relationships with Family and (4) Relationships with the World. During the course, students worked towards the outcomes of Connection, Consciousness, Communication, Challenge and Celebration.

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 Middle and 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 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 2018, Saints Girls encouraged these very 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 2018, 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' publication. As this membership grows, we hope to hold special events which will cater for these people and may include morning teas, visits to the classroom and/or an annual Christmas wine and cheese function. We hope that these opportunities will provide fresh new opportunities to socialise with like-minded individuals. As of the end of 2018, we had approximately 50 'Our Saints' members recorded in our database and we will be looking to grow this membership in 2019.

Business Directory

In 2018, we built on the success of our St Peter's Girls' School Online Community Business Directory, which can be accessed through our online parental portal. All proceeds went towards our Parents' and Friends' Fundraising efforts for 2018. We encouraged our community members to promote their business, refer a business and to get behind all of these connections.

Building Fund with Fees

The Voluntary Foundation Building Fund donation 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 2018 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 2018, 189 families added a contribution when paying school fees, making a vital difference to the School's financial health. 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.

2018 Foundation Tax Appeal

At tax time, we asked our community by direct mail (DM) and email to please consider joining our community of generous donors to become key part of our Master Plan by supporting our vision for a new Science Centre.

In 2018, through the generosity of our families, a significant amount was raised which has helped make our exciting vision for learning a reality. This will ensure St Peter's Girls continues to provide the best possible opportunities in STEM for our remarkable young women, now and into the future.

Foundation Long Lunch

The second St Peter's Girls' Foundation Long Lunch took place on Sunday 23 September 2018. The day was a huge success. Over 200 people attended the 2018 event (200 guests + staff and volunteers) which was our second Foundation Long Lunch to raise awareness and funds for our Master Plan, *The Next Challenge: Building for Tomorrow*. Our guests once again embraced this special event, knowing every dollar raised will directly benefit our students.

Scholastica Society Annual Thank You Event

The Bequest Society is named in honor of Sister Scholastica, a key figure in the history of St Peter's Girls' School. The School acknowledges and honors those who make a bequest by offering membership of the Scholastica Society. On Monday 13 November 2018, Scholastic Society Members and past Board of Governor members were invited to an intimate function hosted by Principal Julia Shea.

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 of dedicated volunteers, it is rewarding to be able to give back and make a direct and tangible impact and difference in the lives of our students.

Parents' and 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 2018 was to continue building a feeling of inclusiveness and bring out the 'fun' in fundraising. We worked hard to support school-driven functions while hosting unique P&F-led 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 on Friday 9 February, enjoyed a large turnout. The Garden of Sainly Delights was in full bloom on Sunday 25 February, bringing our community together while raising funds for the School. Hosted by the Parents' and Friends' Association, the school fair attracted bumper crowds who were treated to live entertainment, rides and market stalls. It was an amazing display of our School spirit and the strength of our community, which is what made the day so successful. Our 80s-inspired Quiz Night/Disco in 2018 was well-attended by approximately 60 people in our Arts Centre. In addition to ticket sales, there was a fundraising raffle on the night.

Friends of The Arts

The Friends of The 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 community 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 and cheese platters and running sausage sizzles, they work together to raise funds that are then available to purchase supplies and equipment for our budding performers, musicians and artists. 2018 once again was a busy year with a never-ending stream of events that called for FOA involvement. The highlight of Term 1 was the Music Camp held at Ardrossan. 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 Jazz concert following an Artists in Residence program. FOA mums worked hard to make this event extra special, decorating the Arts Centre, selling cheese platters as well as the usual FOA fare. Year 12 SACE Dance, the Senior Drama Production and the Year 5 Production were also supported by FOA. Their hard work paid off with the purchase of dance mirrors for The Arts program and Music banners.

Friends of The ELC

The Friends of the ELC support the growing numbers of families in the Early Learners' Centre by providing a range of informal and advertised events. In 2018, the group hosted parent information nights, a welcome morning tea at the beginning of the year, and promoted the ELC-led Father's and Mother's Day events. A big task for this group was fundraising and they sold drinks and food at the Garden of Saintry Delights. They were also out in force at the annual Christmas concert and picnic on Chiverton Lawns in November. One of the 2018 highlights was their annual Ladies' Day Out. More than 60 guests hopped onto a bus on an adventure to a South Australian winery to enjoy an afternoon of fine food, music, wine and fabulous company.

Saints Sport Support Group

During 2018, the SSSG has continued to be a presence at all school sporting events. Its aim has been to help increase student involvement in sporting pursuits as participants, coaches, mentors and officials. The commitment of our parent volunteers, staff and student leaders enabled the SSSG to support a number of events in 2018. We sold House tattoos at the Swimming Carnival, water bottles and wristbands at the Junior and Senior school sports days, and catered for Summer and Winter Interhouse competitions. Continued fundraising assists the group with enabling girls to attend coaching courses across all sports and the opportunity for Year 10 students to complete the Royal Lifesaving Bronze Medallion. We have also made a contribution to the School by purchasing House-coloured marquees for use at sporting events. In addition, we continue to recognise the many girls who have coached or mentored this year by rewarding them with gift cards.

Friends of Rowing

The official launch of the 2017/18 Rowing season was hosted by the Friends of Rowing. The welcome BBQ took place on the Arts Centre steps at the School in October 2017. The Seniors fundraised through a balloon throwing game (at the coaches), and a raffle. The money raised went towards new stroke coaches. The Friends of Rowing cooked yiros for parents and rowers and sold drinks at the event. Our rowers attended two rowing camps in 2017/18. These were subsidised by the Friends of Rowing and through the generous support and sponsorship from Southern Cross Cleaning SA.

School Archivist

Much time was spent writing content, sourcing imagery and proofing our 125th anniversary book for 2019.

- General archiving work, such as accessing, cataloguing, filing and updating databases was carried out.
- Lessons about our School's history were given to various Junior School classes visiting the Museum during the year

- Old Scholars, past staff and current staff were welcomed into the Museum, and there were discussions about the exhibits and the archive/collection
- Much research was done in response to queries from the Community Relations Office, the School community and others
- Old class lists and archival documents were searched through for particular reunion years, and discrepancies in our database were noted
- Photo displays were prepared and mounted on boards for Old Scholar events such as the OS Reunion Dinner and Friends of the Founders gathering
- Archival photos were sourced for videos to be produced by Communications for the OS dinner and general purposes
- Information and photos were sourced for Dr Janet Scarfe who gave a presentation in Chapel on Old Scholars' War Service
- Lists for the updating of the Honour Boards were made
- Articles were written for the two 2018 Saints Alive editions, and proofing was done on these editions and on the School Yearbook, in addition to various Community Relations' documents

Old Scholars' Association

The Old Scholars' Association is an essential link between the history of St Peter's Girls and the present School community. It commenced in 1914, making it one of the oldest associations of its kind in Australia. St Peter's Girls' graduates can be found all over the globe, yet they remain connected to the School where their friendships formed and their sense of knowledge, self and future took shape.

With over 3,500 members, it is with delight that we welcomed more than 80 new Old Scholars to the OSA community in 2018, with one of the largest cohorts to graduate from the School in a number of years.

In 2018, key events included an Old Scholars' Academic Assembly where we welcomed back our newest Old Scholars to acknowledge their SACE and IB merits, a Morning Tea for Old Scholar Mums, OSA AGM and Year Leader's Event, A Touch of Blue cocktail evening for our younger Old Scholars, Interstate Reunions in Perth, Sydney, Canberra and Melbourne, as well as hosting a Community Golf Day and Lunch at the Mt Osmond. A highlight of the year was the annual celebration of St Peterstide including the Old Scholars' Morning Tea and Tour, St Peterstide Eucharist, and the Old Scholars' Reunion Dinner at the Adelaide Pavilion where more than 150 guests enjoyed an evening of reminiscing.

In 2018, Old Scholars were again invited to return to Saints Girls to talk with current students at a range of events, sharing their professional experiences across a host of careers. The Annual Careers Networking Breakfast was an outstanding success with 19 Old Scholars mentoring students as well as keynote speaker The Hon Rachel Sanderson MP (Selwyn '86) addressing the senior students. A small group of Old Scholars attended the Year 12 Retreat in June to share their experiences and advice for the final stages of school life.

The Old Scholar Tutor Program ran again in 2018 with 12 tutors providing valuable learning support to our middle and senior students.

The OSA also provides an annual Scholarship which, in 2018, was awarded to a Year 7 student entering our School who has proven all-round ability and a connection to Saints Girls through a family member having attended the School in the past.

The Old Scholars' Netball team was victorious against the Senior Students' Netball team, claiming the Georgia Beaton Cup after the students won the inaugural event in 2017.

The Light Lunch Club, which is a group of Old Scholars who meet to share lunch and conversation in the Chiverton Boardroom, was hosted in March, June and September.

The Friends of the Founders

The Friends of the Founders are people who are interested in the history and tradition of St Peter's Girls, with a desire to enrich the School for generations to come.

The theme for 2018 was 'Women in Business and Enterprise'.

The first event for the year was a Chapel Service and Morning tea on the Chiverton Lawns in April. The guest speaker was Katherine Schultz (Kilburn 2011), who shared her experiences in establishing a photography business in Adelaide whilst studying law at the University of Adelaide.

The second event was in October where members gathered in the newly-developed Sisters' Sanctuary, which is nestled in the gardens under the old peppercorn trees close to the Chapel. With the financial support of former staff member Myrith Barr and the School, the gardeners developed a small area, which has been set aside as a space of quietness, reflection and contemplation. The Right Reverend Tim Harris joined us and, with support from the Chaplain, blessed the Sisters' Sanctuary. Morning tea followed on the Chiverton Lawns and guest speaker Michele Lally (nee Prince, Selwyn 1994), shared her story of business and enterprise from school to the present day.

This year, The Friends of the Founders Committee met four times and thanked Mrs Betty Hele for her hard work and service since 2011, while welcoming Mrs Cassandra Moore to its ranks. Mrs Di Nicholls continued as Chair.

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 2018 ranged from Diplomas to Master's degrees:

Qualification	Teaching Staff
Master's degree	13
Double degree	9
Degree	18
Degree and additional qualifications	32
Diploma	6

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

7.12 FTE (10%) of staff left at the end of 2018.

The total of teaching staff was 69.14 FTE, therefore we retained 90%.

3. WORKFORCE COMPOSITION

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

Secondary Teachers	46.61
Junior Teachers	22.53
ESOs/Administration	40.82
Maintenance Staff	4.80
	114.76

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 2018 school year for each year level is as follows:

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

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

Non-attendance is recorded electronically using our Synergetic information management system 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 92.4
- A third of students achieved an ATAR of 95 or above
- One student attained a near-perfect IB score of 99.85 ATAR with four A+s and three Merits
- 39 Merits in total
- 12 Saints Girls were awarded an IB Diploma, our biggest IB cohort since the programme began at the School

6. STUDENT OUTCOMES

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

Year 3

	SPGS (all students mean)	SPGS (proficiency band)	National 2018	
			mean	band
Reading	520.5	6	433.8	5
Writing	453.7	5	407.2	4
Spelling	475.2	5	417.8	4
Punctuation & Grammar	477.8	5	431.7	5
Numeracy	444.1	5	407.7	4

Year 5

	SPGS (all students mean)	SPGS (proficiency band)	National 2018	
			mean	band
Reading	565.1	7	509	6
Writing	507.8	6	464.6	5
Spelling	545.7	7	502.5	6
Punctuation & Grammar	579.5	7	503.6	6
Numeracy	531.6	7	494.2	6

Year 7

	SPGS (all students mean)	SPGS (proficiency band)	National 2018	
			mean	band
Reading	589	8	541.5	7
Writing	572	7	505.3	6
Spelling	586.2	8	545.2	7
Punctuation & Grammar	601.3	8	543.9	7
Numeracy	593.7	8	548.2	7

Year 9

	SPGS (all students mean)	SPGS (proficiency band)	National 2018	
			mean	band
Reading	619.9	8	583.8	8
Writing	604	8	542.3	7
Spelling	609.9	8	583.3	8
Punctuation & Grammar	639	9	580.1	7
Numeracy	649.1	9	595.6	8

7. PARENT, STUDENT AND TEACHER SATISFACTION

Parent Satisfaction

Parent involvement is extremely 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 also cement firm ties between the School and parents, providing further opportunities for feedback about the School's values and operations.

With a variety of accelerated learning programs gaining momentum and the introduction of our formal wellbeing program #EMPOWHER in 2018, the School anticipates great improvement in parent satisfaction in areas such as learning and extension, homework, pastoral care and wellbeing. Indeed, parent feedback was sought via dedicated surveys to support the development of #EMPOWHER. As part of this program, specific parent resources were produced throughout 2018, giving families extra tools to tackle the various challenges that girls can face emotionally, psychologically, physically, academically and socially.

The School has also strived to enhance our MyLink parent portal which was launched in 2017, building on our previous 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. In late 2018, Saints Girls introduced Middle and Senior School continuous reporting through a new interface embedded in the portal in order to give parents timely, regular and pertinent information about their daughter's academic progress.

To complement all of 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 has been the introduction of regular videos on our Facebook page, website and parent portal, as well as in our weekly eNews and fortnightly ELC eNews. This move continues to receive excellent feedback from parents in connecting them with daily life at Saints Girls.

Student Satisfaction

Results from a comprehensive student survey conducted in 2017 helped shape the School's new wellbeing program #EMPOWHER which was rolled out to Middle and Senior School students at the beginning of 2018. The survey also provided baseline statistics to develop a scope and sequence for the Junior School wellbeing program for launch in 2019. The survey will be conducted again 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 to 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.

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

Teacher Satisfaction

Feedback and indicators of staff satisfaction are 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. This will be further enhanced through additional staff wellness initiatives in the near future.

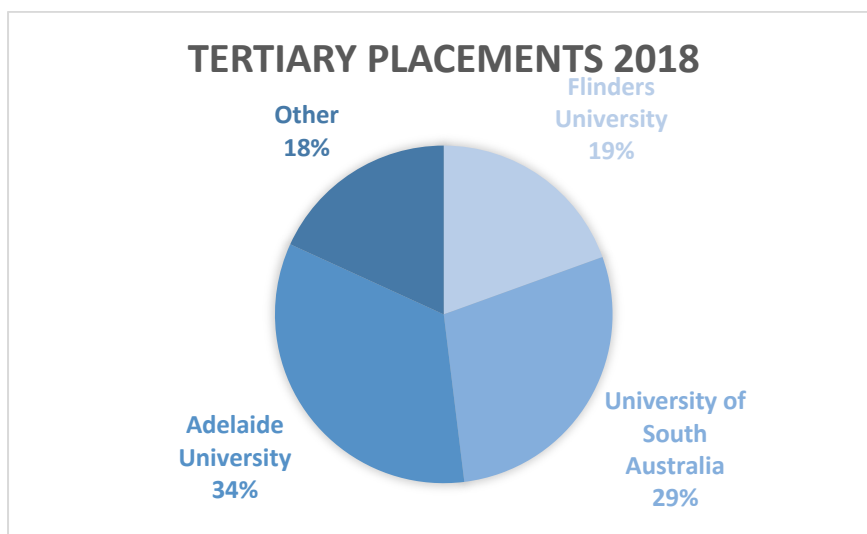
In addition to the aforementioned strategies, tools and activities, the School has also prepared a series of wide-ranging surveys to gauge feedback from parents, students and staff in early 2019. It follows a similar

survey process undertaken in early 2016. The results will better inform the School about strengths, weaknesses, attitudes, behaviours and suggested areas for improvement, which will feed in to future planning to ensure St Peter's Girls continues to thrive as a richly engaged community.

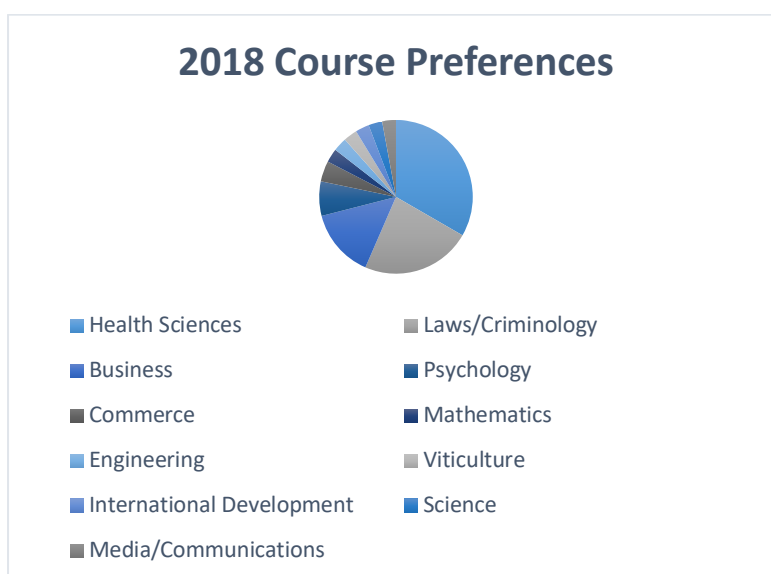
8. POST-SCHOOL DESTINATIONS

In 2018, 97% of our Year 12s were successful in securing a university place, with most receiving their first preference. While most of these were at South Australian tertiary institutions, many ventured interstate and were successful in securing places with institutions including RMIT, the University of Melbourne and the University of Western Sydney.

SATAC offers by institution were as follows, indicating that the University of Adelaide was the preferred option for our students, followed by the University of South Australia and then Flinders University.



This table indicates first round offers into courses:



9. SCHOOL INCOME

Fees and Excursion income	13,567,999	68.9%
State Grant	1,034,082	5.2%
Commonwealth Grant	3,849,677	19.5%
Donations	59,132	0.3%
Other	1,191,046	6.0%
	<hr/>	
	19,701,936	100.0%
	<hr/>	