



**ST PETERS**  
**GIRLS**

# **ST PETER'S GIRLS' SCHOOL**

## **SCHOOL PERFORMANCE REPORT 2019**

# 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 2019 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 continue 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 courageous, creative 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 inquiry 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, a strong and sequential evidence-based wellbeing 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 and French), 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 2019, 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, Sport, Languages and Cross-Curricular 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, IB students undertook their 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, both programs are in robust health, offering students a choice of pathways that cater 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 Carols in the Cathedral 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	219 students
Junior School	320 students
Middle School	206 students
Senior School	185 students
TOTAL	930 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 2019, 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, Sherborne Girls' School in the UK and Kent Place School in the USA, as well as our first exchange to The Grand International School, Qingdoo, China. There were also Service Learning Trips to Fiji and Cambodia, and girls also visited NASA as part of a Space Camp in the USA.

### **Special Category Students**

In Term 4 2019, we had the following special category students:

2 indigenous students

31 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	32 students
Tier 2	R - 12	target specific instruction withdrawn from the classroom	51 students
Tier 3	R - 12	intensive, instructional support withdrawn from the classroom	7 students

### **Special Curriculum Initiatives**

In 2019, Entrepreneurship and STEM continued as major focus areas. Year 11 Business Innovation students entered the inaugural Shark Tank eSchools competition run by the University of Adelaide, and one of our teams was crowned the overall winner. A new Year 10 elective, Business, Enterprise and Technologies, enabled students to consider business-related problems and how technology can provide solutions. They also had the

opportunity to work closely with business and industry partners to gain invaluable real-world experience and feedback.

A group of teachers participated in Project-Based Learning training, run by the Association of Independent Schools of South Australia (AISSA). Not only did the staff upskill themselves quickly in this area, they went above and beyond and worked together on a Year 10 project that was delivered successfully in Semester 2. The theme was human trafficking and the unit of work involved students from Dance, Art, and Justice and Society classes jointly producing a sensitive, though-provoking and visually-striking short film.

Once again, our students performed well in an array of other STEM competitions, such as Microsoft's AI for Good Artificial Intelligence challenge, in which our students were State and National winners.

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 2019. 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. Increasingly, EDGE program students are also encouraged to participate in competitions and challenges, such as 'Philosothon'. In 2019, our girls were State Philosothon Champions, and placed 4<sup>th</sup> nationally.

The School delivered NAPLAN tests online in 2019 and this testing format worked well for our students, who are comfortable completing tasks on their devices, and benefited from the 'branching' element of the tests that enables them to be more differentiated.

In 2019, the School launched two 'APEX' groups; one for staff and one for students. These groups focus on technological innovations and experimenting with the latest hardware and software, whether it be drones or Minecraft for Education.

The Intensive Languages Program was introduced in the Junior School in 2016 following a research project run by the University of South Australia 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

- Intensive and ongoing Mathematics improvement project involving external consultant and regular monitoring, with a focus on raising student confidence, consistency in approach R - 6 and further development of the Mathematics Proficiencies.
- Ongoing teacher professional development to further embed 1:1 digital technologies (iPads) into learning and teaching.
- Teacher professional development to increase proficiency in integrating a variety of new software and hardware to enhance students' digital proficiencies including coding.
- Review and enhancement of teaching approaches to improve early Literacy development through introduction of THRASS in R - 1.
- Introduction of VCOP and The Big Write as a consistent approach to teaching writing 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 2019, teachers used our LMS, Canvas, to create online courses for the students and to offer feedback 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 continued to be utilised as a component of the appraisal process and were combined with lesson observations to inform professional discussions about improving practice.

In 2019, Continuous Reporting was rolled out across Years 7 - 12. Parents and carers 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 with the need to summarise information into a few lines.

### Specific Faculty Initiatives and Activities:

#### The Arts

##### Term 1

- Academic Assembly (Concert Band performance)
- Annual three-day Music Camp to Ardrossan (90 students from Years 5 - 12)
- Ardrossan Music Concert and fundraiser
- Years 3 and 4 Music Information Evening
- Garden of Saintly Delights performances by Stage Band and SACE Dance
- Supported Easter services including Story of the Cross
- Supported Choral Night
- 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 Drama performance excursion
- SACE Dance Stage 1 excursion
- Year 9 Dance workshop
- Year 10 Jazz Dance workshop

## Term 2

- Lunchtime concert (Enchante, Vocal Quintet, In-ta Jazz, Stage Band)
- Generations in Jazz
- School Cabaret Concert featuring Old Scholars and SACE Dance collaboration
- SACE Stage 2 Solo Performance Concert
- Assembly Music performances
- Assembly Dance performances
- Visual Arts gallery set up in Arts Centre Foyer - middle and senior work
- SACE Drama performance excursion
- Year 9 Arts Collaboration Night
- EDGE – music composition workshops
- SACE Stage 2 Choreographic evening
- *Addams Family Musical* (Years 7 - 11)
- Year 9/10 Sydney Dance Company performance excursion

## Term 3

- *Emily - A Musical* – Sisters of the Church
- 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 2/3 Strings/4 Band Music afternoon
- Cutting of the birthday cake Assembly – Music support
- 125 Gala Ball – Music and Dance support
- Year 5 Musical – *Mary Poppins JR.*
- Assembly Music performances
- Assembly Dance performances
- SACE Dance *Generation Z* performance
- SACE Drama production *I, Pandora*
- Thursday Club Twilight Concert at local cafe - EDGE

## Term 4

- Celebration Day – Chapel Band performance and general Music support
- Strings Concert (Senior Strings, Extension Strings, Intermediate Strings, Junior Strings)
- SACE Stage 2 Music Performance Exam
- Wendy's Singing Concert
- 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
- 'Acknowledgement to Country' Dance film collaborative project for Presentation Night

- Assembly Music performances
- Assembly Dance performances
- Year 10 Drama Night
- Year 9 Drama lunchtime performance
- EDGE – Triple Threat workshops and sharing
- Visual Arts/Design Exhibition
- Junior School Art Assembly

## English Faculty

- 2019 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 fifth cohort of IB English A: Literature achieved pleasing results with 89% receiving either 5 or 6, and one student achieving a 7 (and a Merit). Of the students studying SACE English, 100% achieved results in the A or B band, with one student achieving a Merit. In SACE English Literary Studies, the average was 92% with four students achieving Merits and 96% of students achieving a grade in the A band.
- A survey of Year 11 results into Year 12 indicated that the majority of our students progress by a grade band between their penultimate and final years (most frequently from a B grade into the A range).
- On 8 May, the touring group Poetry in Action presented two plays to our students: one to the Year 9 - 11 girls that captured a biographical overview of the poet Wilfred Owen and deconstructed a range of his poems; and a second to the 7/8 girls that explored the purpose and nature poetry.
- In June, a range of Middle School students attended the annual Meet the Writers Festival and were able to listen to a range of authors including Morris Gleitzman, Jaclyn Moriarty and Phil Cummings speak about their work.
- All Year 12 English students attended the State Theatre Company's production of *Animal Farm* in late Term 1.
- EALD teachers (Trish Tynan and Kerry Hesketh) hosted several functions and facilitated the development of a very valuable Hub Group for the learning area for the region. They also continued to develop a robust and innovative teaching program for EALD students in the School.
- Throughout the year, the Faculty updated texts, refreshing courses at all year levels. Consideration was given to re-envisioning units of work around skills and concepts, rather than driving the learning according to texts.
- Work was completed on the Middle School Framework.
- The Faculty pioneered an online exam for Stage 1 English Literary Studies students in order for them to develop competence with the electronic platform that is now used in Stage 2 by the SACE Board.
- Continued to develop a secondary school-wide critical reading program to assist students in the development of skills and to prepare them for examinations in both the IB and SACE.
- Dedicated specific time to reflecting on Australian Curriculum compliance and considering ways to incorporate those features less well-addressed in the current courses (7 - 10).
- Common moderation and benchmarking occurred across the Faculty to ensure the consistency of assessment.
- Lesson observations and liaising occurred across the Faculty.
- The Faculty input all performance standards into Canvas to facilitate the development of online rubrics for the assessment of work.
- Targeted development of skills for NAPLAN testing was undertaken in Year 7 and 9 classes.
- The Faculty hosted a practicum teacher, Angus Cadman, and facilitated a successful placement for him.
- Michael Butler-Wills delivered presentations at the SAETA refresher course in early February and at various SACE Board training sessions to assist teachers in understanding curriculum and assessment.

## Languages

- Continued with work to develop materials for the Canvas Learning Management system pages for students.
- Continued development of resources by staff for the 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).
- Continued development of Mandarin Chinese program for background speakers in the Junior School as part of the curriculum.
- First wave of Intensive Languages students reached Year 6.
- Introduction of Chinese B in Year 11, bringing the number of languages on offer in Year 11 to five (Chinese B, English B, French B, Japanese B and Spanish ab initio, in addition to Chinese A and English A).
- Study tour to Spain at the conclusion of the academic school year for students moving from Year 1 to Year 2 of the IB Spanish ab initio course.
- Global Exchange language component
  - sixth trip to Montreal in French-speaking Canada
  - fifth trip to Senzoku Gakuen near Tokyo in Japan
  - fourth group of students from Senzoku came to Saints in Term 1; two students stayed for a long-term exchange until the end of 2019 and Term 1, 2020
- Review of the Junior School Intensive Languages Program undertaken in the second half of the year
  - interviews with JS staff, Languages staff, parents, current JS students and Year 10 students who were part of the original research project
  - review to be presented at the beginning of Term 1, 2020

## Mathematics

- Continued development of our use of Canvas and its functionality, including Continuous Reporting with quality feedback
- Updated all report descriptors in Years 7 to 12 Mathematics
- Continued refinement of the Years 7 to 10 Australian Curriculum Mathematics courses including a focus on embedding the SPGS Middle School Framework into all courses in Years 7, 8 and 9. There was also emphasis on Assessment for Learning techniques which many teachers trialled throughout the year.
- Increased focus on providing more authentic tasks requiring ICT skills, especially in Middle School Mathematics.
- Trialled online Mathspace with some classes.
- Continued usage of multiple resources on Learning Field.
- Increased focus on using Microsoft OneNote to deliver lesson content.
- Continued refinement of Stage 1 and 2 SACE Mathematics courses.
- Continued refinement of IB Diploma Programme Mathematics courses.
- All members of the Mathematics Faculty undertook professional learning throughout the year.
- Hosted MASA Student Quiz Night with over 200 students from several different schools.
- Encouragement of student involvement in activities such as Australian Mathematics competitions, MASA Quiz Night, SA Schools Maths Competition, MCYA Challenge and Enrichment Series, Australian Mathematics Trust Olympiads. Outstanding results were achieved in each of these competitions.
- Continuation of a Maths Help sessions, staffed twice a week at lunchtimes to assist students.
- Provided students with opportunities to go to Mathematics Enrichment and Experience Days at local universities such as Ingenuity, MathsCraft, and Girls in STEM program. Also provided support of other events such as the Women in STEM Breakfast.

## Science

2019 was a flagship year for the Science Department, as in Term 4, we finally made the move into our stunning new Science Centre. Already, we are seeing first-hand the advantages that this space offers our students. We have more Middle School labs to ensure that almost every Science class is delivered in a laboratory rather than a general classroom, and the senior labs have been purpose-built for Physics, Chemistry and Biology, offering a range of new experimental opportunities. Technology has been embedded into every room, and our staff and students are enjoying discovering new ways to incorporate these items to enhance our Science learning at Saints.

In Years 7 - 9, staff continued to incorporate the key elements of the Middle School Academic Framework in planning, student activities and assessment. Students explored Problem-Based Learning and had the chance to work on tasks with cross-curricular perspectives; for example, recording data using technology, processing it using Maths skills and analysing the meaning using their Science knowledge. We anticipate these rich, relevant tasks will continue to be a focus in the years to come.

We continued to expand the number of staff teaching in each Science discipline in both SACE and IB, allowing greater opportunities for shared expertise, collaboration in task design and greater accountability in assessment as colleagues have the opportunity to internally moderate tasks. We continued to integrate our teaching and assessment of all three strands of the Australian Curriculum: Science Understanding, Science Inquiry Skills and Science as a Human Endeavour.

A selected group of Year 10 students competed at a local heat of the 2019 National Science and Engineering Challenge, and very narrowly came 2<sup>nd</sup> in what turned out to be the highest-scoring heat across South Australia this year. Modelled on this competition, our Year 9 Challenge was a great success. House teams competed in one of four categories using limited resources and unlimited imagination:

- Helter Skelter Shelter - designing and building the tallest and strongest model building to support a heavy mass under simulated earthquake conditions
- Flight - designing and building a model glider that would fly the longest distance with the greatest accuracy
- All at Sea – designing a self-propelled boat to support a mass and travel at the greatest speed
- Precious Cargo – creating a protective structure to act either as a landing pad or a parachute for an egg dropped from a height.

Winners of this competition in 2019 were the students from Kennion.

Some of our high-achieving senior Science students chose to challenge themselves by completing the demanding Science Olympiad Exams. Emily Loh achieved Credits in Chemistry and Physics, while Credits in Physics were also gained by Sara Peak, Holly Wallman-Craddock and Srishti Sharma. Rune Chi Zhao scored a Credit in Physics and more notably a High Distinction in Biology, placing her in the top 10% of participants – no mean feat for a Year 9 student competing against Year 10/11 students!

Three of our Year 11 students were chosen to participate in the very prestigious 2020 National Youth Science Forum, a 12-day residential program designed to give students a broader understanding of the diverse study and career options available in STEM, and to encourage continued studies in these fields. In January, Ellen Zhang, Srishti Sharma and Faye Ma will all head to either Canberra or Brisbane to take part in workshops, lab activities and industry tours – an amazing opportunity for these girls.

Year 12 Science students again achieved excellent results in the SACE and the IB Diploma Programme, and we wish them all the best for their future endeavours.

The professionalism and enthusiasm of the Science teachers and laboratory managers continues to elevate the range of programs that we are able to provide for our students.

## Humanities

- Students from Mr Gabriele Trobbiani's Stage 1 Business Innovation class achieved 1<sup>st</sup> prize in the inaugural Shark Tank eSchool challenge.
- Year 7 student Heidi Gong achieved equal-highest in the nation for the Australian Geography Competition.
- As the School celebrated its 125<sup>th</sup> anniversary, we have continued to recognise the legacy and supreme sacrifice of Old Scholar Ellen (Nell) Keats by our observance of the Bangka Island Massacre Ceremony at the Women's Memorial Playing Fields in February.
- Year 7 Geography Livability – on 7 June, the Year 7 cohort ventured to Bowden to investigate how livable or walkable Bowden compared to their own suburb.
- Year 9 Geography Excursion – on 13 November, the Year 9 Geography cohort made their way to the Gawler Food Forest as part of an ongoing investigation surrounding permaculture and the overarching themes of sustainability that underlined all the topics we studied throughout the year.
- Year 11 Legal Studies Mooting – our Year 11 Legal Studies students entered the competition and won a place in the Grand Final. In a split decision, Saints were awarded 2<sup>nd</sup> place and won \$800. We also won the 'Best School Spirit' award, and Annabel Baldwinson was judged Best Speaker in the Grand Final.
- Year 12 Business and Enterprise Forum – girls attended the Year 12 Business and Enterprise Forum held at the School on 18 June. The panel featured Jenny Paradiso – Managing Director and Co-Founder Suntrix Solar, Telstra Business of the Year, Telstra Businesswoman of the Year; Jason Haseldine, Director of Finance and Administration, St Peter's College; Professor Noel Lindsay, Pro Vice Chancellor, Entrepreneurship/Dean of Business, the University of Adelaide.

## Health and Physical Education

- Faculty development approach to assessment, development of rubrics.  
PE criteria for each unit now includes a third of marks provided for the level of self-management students can illustrate. This mirrors the importance of this facet in Senior School and includes elements such as collaboration, communication, initiative and teamwork.
- Completion of Cert III in Fitness by all students who took part.
- High Performance numbers continue to be strong. Adjustments to the course to develop the data collection skills required in senior PE. In 2019, the girls worked with drones to explain 'Principles of Play' during sport units and Bluetooth heart rate monitors to examine energy systems and training requirements.
- Year 11/12 PE changes with new course. The new Stage 1 PE course was taught in 2019 with the new Stage 2 course to begin in 2020 which has included some significant changes: a reduction in rote learning content, allowing deeper analysis on areas of interest/task design; an ability to provide evidence of each participant's collaboration skills; a performance improvement task that specific to individual sporting interests; significant focus on data collection and the evaluation of this, e.g. GPS/heart rate/movement analysis/RPE.
- In the build-up to Interhouse Cross Country, Reception to Year 3 looked to reach distance milestones during their PE lessons with certificates awarded to those achieving standards.
- HPE looked to develop muscular fitness amongst our girls (strength, power and endurance) through bodyweight activities each lesson. These would occur continuously throughout the year as part of our warm-up and were measured twice to monitor improvements.
- Greater tracking of fitness testing data across year levels.
- Years 4 - 9 warm-up activities now have focus around strength development.
- UniSA connect partnership continues to be strong.

- Year 5 and 6 students took part in self-defence units that provided opportunities to increase their confidence when in uncomfortable situations and understand what can be done to prevent these also.

The Bronze Medallion continued in the Year 10 PE course. The girls worked well in preparation lessons before their practical and theoretical examination. This badge allows them to work with our junior swimmers during their sessions into the future, along with assisting them to gain part-time aquatic-based positions whilst in Senior School or during tertiary studies.

### Digital Learning from ELC to 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	2019 Interactions	2018 Interactions	2017 Interactions	2016 Interactions	2015 Interactions
<b>Digital Assignments</b>	439,598.00	398,741.00	324,152.00	213,472.00	154,569.00
<b>Wiki</b>	170,541.00	220,521.00	180,072.00	143,180.00	133,493.00
<b>Files</b>	1,031,808.00	695,125.00	378,438.00	293,739.00	289,948.00
<b>Grades</b>	119,151.00	178,033.00	132,257.00	104,435.00	77,843.00
<b>Quizzes/Surveys</b>	78,489.00	37,104.00	39,132.00	27,928.00	38,581.00
<b>Canvas Modules</b>	140,168.00	122,682.00	102,308.00	60,547.00	35,888.00
<b>Discussions</b>	43,541.00	60,635.00	54,362.00	29,670.00	21,669.00

- The data supports continued use of the Digital Assignments throughout the Canvas LMS. The expanded focus on continuous assessment has increased the interactions and amount of Summative and Formative assignments.
- The data shows a reduction of the pages feature as the professional learning is focusing on using the Modules feature to create a more user-friendly experience.
- The data supports continued increase in file sharing and resource provisions. Staff continue building their resources using the Canvas system.
- The data shows a reduction in Grades usage due to the refinement of assessments within each department to support the Continuous Reporting model.
- The data has also supported the increase in the use of Quizzes and Survey modules as this is a part of developing dynamic student interactions using Canvas.
- The data supports the reduction of pages to increase the amount of direct links to modules being used to create a more streamlined approach to accessing resources and content.
- The Discussions have been further refined in each department as a part of the course builds to support the curriculum content.

There was a full review of guidelines that have aimed to increase the course engagement throughout the LMS for the purpose of Continuous Reporting to parents and more dynamic content for students. 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
- Canvas Notifications Review
- Markbook in Middle and Senior School
- Assignment due dates and calendar entries
- eFolio distribution in ELC - Year 2 classes

- ELC was a focus of technology integration with Lighting Panels for interactive play.
- ELC reviewed and renewed usage programs with the Promethean Surface Tables.
- ELC investigation into Olfactory initiatives using digital scent machines to increase immersion.
- ELC investigation into dynamic light projection projects to further increase class immersion.
- Continued Professional Learning Programs developed and delivered to staff at faculty, small group and individual levels.
- Advanced the Year 5 Digital Technologies program with EV3 robotics.
- Development of the iChampions in Year 6 for STEM leadership throughout the Junior School.
- Development of an Advanced Projects Staff and Student group to review technology direction, create focused funding models with regards to technology initiatives, and to review and progress school strategic planning models.
- Introduced a school fortnightly news service known as SaintsTV.
- Continued support for the annual Girls in Tech Expo, with over 100 students from other schools attending.
- Continued support for Women in STEM Breakfast.
- Using Microsoft Office, the development of a school video repository for staff and students.
- Using Stream to create a video sharing platform and developing live streaming capabilities for use in the future.
- Expanded the use of Virtual Reality throughout Middle School classes.
- Created Augmented and Mixed Reality initiatives for all classes to use.
- The successful Learning Technologies program opportunity using Apple iPads for select Junior School staff run by Karen Pastro from Comp Now.
- Advancing the capabilities of the Maker Space laboratory and repurposing the specialty equipment throughout the School.
- Development of an online Digital Literacies program for all staff to complete modules within term timeframes.
- Introduction of new STEM Coordinator role for the Junior School curriculum support.
- Introduction of Head of Digital Learning and Technology Coordinator role to support the Canvas LMS, staff professional learning and the creation of a Faculty head role.
- Review of the Junior School Digital Citizenship competencies and curriculum programs.
- Expansion of Continuous Reporting model using Canvas and myLink to produce reports from Year 7 up to and including Year 12.
- Year 7 and 8 student tutorials and help files developed for laptop release.
- Year 7 personal computers to be used in 2020 over iPads.
- Years 4, 5 and 6 individual iPad program to be used in 2020.
- Drone curriculum program developed for Year 9 Digital Technology.
- Microsoft AI for Good National winners.
- Proposal for Year 10 Engineering program to begin in 2020.

## Cross-Discipline Senior School

### Research Project

- Conducted annual review of course content.
- Archived and updated student and teacher information.
- Further developed and updated modules and resources for Canvas (LMS).
- Continued to operate using a collaborative teaching model.

- Confirmed SACE Performance Standards for 2020.
- In-service RP teacher(s) on approaches to learning, moderator feedback and changes to course.
- Monitored participation in SACE Plato In-service.
- Completed Plato In-service Modules for all assessment tasks.
- Sourced current, innovative multimedia materials to support student understanding.
- Expanded Learning Intentions for each research focus.
- Made available SurveyMonkey for students as a research process option.
- Updated with more recent student exemplars to model good practice to students.
- Adjusted Action Plans in order for students to better achieve course requirements within allocated timeframes.
- Restructured course to reflect new understanding in creative and critical thinking especially within assessment tasks.
- Removed content and modified current course structure to further support student progress.
- Organised and facilitated faculty meetings to discuss pedagogy, course content and student proficiencies.
- Identified students requiring additional assistance and developed strategies to support their progress through differentiated approaches.
- Provided opportunities for internal moderation of all assessment types.
- Instructed and supported Year 12 students to complete Research Project by the end of June.

### **Extended Essay**

- Archived previous course content in ManageBac.
- Reviewed course content and updated Extended Essay Information Booklets for 2020.
- Regularly visited MYIB to gain updates, changes and latest information.
- Further developed and updated modules and resources for Canvas for 2020.
- Sourced current and innovative multimedia materials to support student understanding.
- Provided ManageBac In-service for IB teachers, especially teachers not previously involved.
- Managed content in ManageBac for teachers and students.
- Supported use of ManageBac with teachers of TOK and CAS.
- Introduced and provided support for Researcher Reflection Space which is a compulsory component, i.e. EE Student Workshops.
- Used IB Diploma exemplars to model good practice to students and support their understanding of subject requirements.
- Negotiated additional release for teachers who supervise more than two students.
- Participated in Faculty meetings to discuss supervisor roles, record keeping and student progress.
- Identified students requiring additional assistance and developed strategies to support their progress through differentiated approaches.
- Provided a transition program for Year 11 IB students in order to equip students with relevant research skills.
- Explored Supervisor requirements for 2020 (i.e. number of staff required) and implications to teaching loads.
- Facilitated the CAS Tutor and Big Sister program through IB CAS to support EALD students throughout the School.

### **Reconciliation Action Plan**

- Provided all teachers with information on Professional Development opportunities that link to the Cross-Curriculum Priority of *Aboriginal and Torres Strait Islander Histories and Cultures*.
- Supported teachers to undertake relevant training for AITSL Standards 1.4 and 2.4.
- Updated the current school-wide Reconciliation Action Plan and submitted for approval to the Narragunnawali authority.

- Confirmed involvement in the RAP team by staff, students, parents, Kurna representatives and the wider School community.
- Appointed student RAP Ambassadors for both Middle School (new students required), Senior School, and in 2020, Junior School.
- Made connections with the local Kurna community and identified a possible Aunty for our School.
- Continued to advise and support our ELC cluster group.
- Linked involvement and actions of this group directly to the Australian Curriculum Cross-Curriculum Priority: *Aboriginal and Torres Strait Islanders History and Cultures*
- Provided 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.
- Encouraged Year 12 students to nominate for the Aboriginal SACE Achievers.
- Fostered relationships with Kurna and Aboriginal elders and community members.
- Investigated the viability of offering 'Generation of Change' to Year 9 in 2020.
- Managed the budget specific to RAP priorities, events and activities.
- Considered making a formal School connection with an Aboriginal community.
- Continued to develop age-appropriate Kurna acknowledgements within the ELC and the School community.

### **Tutor Program**

- Ensured all tutors have the correct documentation and have updated their compliance as required.
- Communicated with Old Scholars regarding their expertise and availability.
- Offered flexibility within the program in order to cater for tutors' varying availability.
- Worked with the Old Scholars' Liaison Officer to engage additional tutor as required.
- Allocated on a weekly basis tutor sessions that cater for student focus areas.
- Provided students, parents and teachers with support in accessing roster, tutor information and bookings both online and in person.
- Updated the Tutor Program promotional document.
- Coordinated the payment of tutors through the Accounts Department.
- Provided regular feedback to the Director of Teaching and Learning.

### **Professional Development**

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 and effective feedback
- Assessment for Learning including effective questioning
- Project-Based Learning
- Embedding creative and critical thinking skills into programs
- Moderation for Learning
- Pedagogical Improvement
- SACE
- Middle School Framework
- IBDP
- ICT
- Canvas
- Guided Inquiry
- THRASS (JS)
- Mentoring in Mathematics (JS)
- VCOP Literacy (JS)

- The Big Write (JS)
- PYP (JS)
- Innovative Learning Technologies (JS & ELC)

In 2019, our R - 12 teachers 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 – 'Stay Back Late at School'

Year 2 – 2 nights at Narnu Farm

Year 3 – 2 nights at Adair (Victor Harbor)

Year 4 – 2 nights at Aldinga campsite

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 Glenelg

## **Co-Curricular Activities**

The co-curricular program at St Peter's Girls' School not only supports the academic life of students but has long been recognised as a way students 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 sample of the most popular co-curricular activities at St Peter's Girls' School in 2019:

### **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. Senior students visited the Magdalene Centre on several Saturday nights during the year to help serve food to those in need.

Year 10 students planned activities and developed relationships with the four House Charities:

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 Magdalene Centre

World Environment Day (Green Up Clean Up)

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

- a) All activities are subject to change and training days can only be confirmed once coaches are appointed.
- b) Reception classes run from 3.15 - 4.15pm (most programs have additional costs)
- c) Year 1 classes run from 3.30 - 4.30pm (most programs have additional costs)
- d) All other sessions are after school unless indicated

	Term 1	Term 2	Term 3	Term 4
<b>Reception</b>	Kelly Sports (Mon)* Tennis (Tue Lunch)*	Kelly Sports (Mon)* Soccer Skills (Tue)*	Kelly Sports (Mon)* Netball skills (Tue)*	Kelly Sports (Mon)* Tennis (Tue Lunch)*
<b>Year 1</b>	Kelly Sports (Wed)* Tennis (Mon Lunch)*	Kelly Sports (Wed)* Soccer Skills (Tue)*	Kelly Sports (Wed)* Netball skills (Tue)*	Kelly Sports (Wed)* Tennis (Mon Lunch)*
<b>Year 2</b>	Kelly Sports (Wed)* Tennis (Thu Lunch)*	Kelly Sports (Wed)* Soccer Skills (Tue)*	Kelly Sports (Wed)* Netball Skills (Mon)* Netball (Yr3 Mon/Wed)	Kelly Sports (Wed)* Tennis (Thu Lunch)* Dance (Fri)*
<b>Year 3</b>	Tennis (Fri Lunch) Tennis (Wed am) Lacrosse skills (Thu) Teeball (Mon/Wed)	Hockey (Thu/Fri) Lacrosse (Thu/Sat) Netball Skills (Mon)	Netball (Mon/Wed) Lacrosse (Thu/Sat) Soccer (Thu/Fri) Aerobics (Fri)*	Tennis (Beginners Fri am) Tennis (Fri Lunch)* Teeball (Mon/Wed)* AFL skills (Thu)* Dance (Fri)*
<b>Year 4</b>	Athletics/Cross Country (Tue & Thu am) Teeball (Mon/Wed) Tennis (Wed am/Fri) Lacrosse skills (Thu)	Athletics/Cross Country (Tue & Thu am) Netball skills (Mon) Hockey (Thu/Fri) Lacrosse (Thu/Sat) Dance (Wed)*	Athletics/Cross Country (Tue & Thu am) Netball (Mon/Wed) Soccer (Thu/Fri) Lacrosse (Thu/Sat) Aerobics (Fri)*	Athletics/Cross Country (Tue & Thu am) Tennis (Wed am/Fri) Tennis (Beginners Fri am) Teeball (Mon/Wed) AFL skills (Thu)*
<b>Year 5</b>	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 (Wed am/Fri) Tennis (Beginners Fri am) Volleyball (Thu/Fri)
<b>Year 6</b>	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 (Wed am/Fri) Tennis (Beginners Fri am) Volleyball (Thu/Fri) Water Polo skills (Tue)
<b>Years 7 - 12</b>	Aerobics* Athletics/Cross Country (Tue & Thu am) Badminton Skills (Thu) Basketball (Wed) Rowing* (Sat regattas) 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)*	Athletics/Cross Country (Tue & Thu am) Basketball (Wed) Rowing* (Sat regattas) Softball (Sat) Tennis (Sat) Touch Football (Sat) Volleyball (Sat) Water Polo (Thu)

At the 2019 Independent Girls Sports Awards, Saints Girls topped the ladder as the most successful of the 10 Independent girls schools in the Association.

Across the sports played within the association during summer and winter, including the shields and pennants on offer, 9 of the 10 schools won at least one of these. Saints Girls won 11 in total, with the nearest rival being Immanuel College with 6.

The first term schedule of sports battled some extremely hot weather followed by thunderstorms which saw a number of matches cancelled.

Saints entered a record number of teams in the State Schools Triathlon event at West Lakes, with Matilda Braithwaite winning the State U17 individual title, and with nine teams across age groups, Saints claimed 2 Silver and 2 Bronze medals.

In the first main carnival of the year, Selwyn successfully retained the McGill shield at the Years 4 to 12 Swimming Carnival ahead of Kilburn, Patteson and Kennion. Given the strength of past and present swimmers, it was amazing that 10 school records were broken.

Saints' strength in swimming was again demonstrated at the Secondary Schools Swimming A Grade carnival with Saints finishing 3<sup>rd</sup> behind Seymour and Trinity College. This was followed up with a successful IGSSA Swimming carnival, claiming age group wins in the U13, U14 and U16 divisions, with our U13 Relay team of Isabelle Tran, Georgina Wakeham, Annabel Ryan and Sophie Dansie setting a new record in the 4 x 50m Relay. Incredibly, Saints Girls took out the IGSSA Swimming Shield for the third year in a row.

In our annual Summer Intercol against Walford, Saints Girls retained the Rosser/MacDonald Trophy with wins in Tennis, Volleyball and Water Polo, and Walford claiming Basketball and Rowing.

At the Head of the River, Saints 1<sup>st</sup> VIII managed their highest placing at the Head of the River with a 4<sup>th</sup> place finish, and our 10B crew of Simran Rai, Sophie Kameniar, Molly Bond, Ella Waltham and Caitie Walker won the Alison Smith Cup with an outstanding victory.

Despite not fielding a team in the IGSSA Softball competition on Saturdays, Saints won the State Secondary Schools' Knockout competition, and both the Open A Water Polo and the Open C2 Touch teams took out their respective play-off matches to finish top in their grades of the Catholic Sports' competition.

In the last week of Term 1, Saints competed in the State Secondary Schools A1 division for Athletics and finished in 3<sup>rd</sup> place, just 16 points behind the overall winner, Immanuel. Many students placed in the top 3 and received a standard certificate, which means their results placed them in the top 5% of performances within the State.

Term 1 finished with the Summer Interhouse with Kilburn winning the Touch Football, Volleyball and Rowing shields, Patteson claiming Basketball, and Kennion the Tennis shield.

Aerobics continues to flourish with Saints sending two teams interstate for the first time since 2011; the secondary team travelled to Brisbane to contest the FISAF event and the Year 6 primary team travelled to the Gold Coast to compete in the Schoolaerobics Nationals.

Our winter season was again headed by the success of our Badminton teams. Our A Grade won the IGSSA Shield and the B Grade went down narrowly to a strong Wilderness team to finish 2<sup>nd</sup>. In Netball, the Year 8A team were Runners-Up with a strong effort against Scotch. A number of these girls joined selected Year 9s to form a team to travel to Melbourne in the July holidays where they competed in the Waverly International Netball Carnival.

Saints had a number of students compete at the State Cross Country Championships at Oakbank racecourse. Isla Fahey (Year 4) finished 8<sup>th</sup> overall in the 10 year race, and with 149, starters Chloe Richardson (Year 5)

finished 7<sup>th</sup> in the 11 year olds. In the U15 division, Imogen Elliott claimed Bronze, and our U16 team of Bella Parton, Keeley Fahey and Anda Ceplite won Bronze in the teams' event.

In Lacrosse, Saints' U13 team put up a gallant fight in finishing Runners-Up to club team Glenelg. Saints also contested the Judy Thurgood Lacrosse Trophy against Wilderness with games in U18 and U13. Both matches were played at an exceptional level, with Saints winning the U13 and Wilderness the U18, claiming the trophy on aggregate score.

The Winter Interhouse started in typical wintery conditions, but a number of heavy downpours did not deter the spirit and enthusiasm of the Football with Patteson defending their shield. Patteson also claimed the Soccer Shield, with Selwyn winning the Badminton and Soccer, and Kennion the Hockey Shield.

In Hockey, a pre-season, two-game fixture against Trinity College resulted in a stalemate with each school winning a game. As such, the trophy was held over until Saints travelled to the newly-opened Hockey pitch at Trinity in Gawler. Once again, the two matches were tight, but Trinity prevailed to reclaim the trophy.

The Winter Intercol with Walford was extremely close, but Saints retained the Fenner/Whittington trophy with wins in Badminton, Football and Netball, and Walford claiming Hockey and Soccer.

At Sports Day, 10 new records were set with Rose Pittman and Nicolette Miller both outstanding in their final year. Nicolette claimed 2 new records, while Rose set 3 and finished the day as a back-to-back winner of the Saints' Gift race from the scratch mark of 110m. Overall, Selwyn defended the Page Shield as the strongest House on the day, edging out Kilburn, Kennion and Patteson.

This was followed by the IGSSA Athletics Carnival. Once again, Saints dominated rival schools with age group wins in U15,16 and Open divisions, and the Field title allowing the girls to take out the overall shield for the fourth year running.

To round out the year, the Open A Water Polo team ended the season as Premiers after an undefeated run, as did the Middle A Volleyball team with a terrific come-from-behind victory over Immanuel. Saints' Basketball also tasted success with the Open team enjoying an outstanding season, winning the B division title.

## **Results**

### **Aerobics**

- Two teams qualifying to contest National championships

### **Athletics**

- SSSSA A grade – 2<sup>nd</sup>
- IGSSA – 1<sup>st</sup>
- Sports Day Winners – Selwyn

### **Aussie Rules Football**

- Open – 9<sup>th</sup>
- Middle – 8<sup>th</sup>
- Interhouse Winners – Patteson

### **Badminton**

- A grade – 1<sup>st</sup>
- B grade – 2<sup>nd</sup>
- Interhouse Winners – Selwyn

### **Basketball**

- Open B – 1<sup>st</sup>
- Middle A – 8<sup>th</sup>

- Interhouse Winners – Patteson

### **Cross Country**

- State Championships – U16 Bronze
- Interhouse Winners – Patteson

### **Hockey**

- Open A – 7<sup>th</sup>
- Open B – 10<sup>th</sup>
- Interhouse Winners – Kennion

### **Lacrosse**

- U13 – 2<sup>nd</sup>

### **Netball**

- Open A – 5<sup>th</sup>
- Open B – 9<sup>th</sup>
- Year 9A – 5<sup>th</sup>
- Year 8A – 2<sup>nd</sup>
- Year 7A – 5<sup>th</sup>
- U15 team participated in the Waverley International Challenge (Victoria)
- Interhouse winners – Selwyn

### **Rowing**

- Overall in the Schoolgirl Premiership – 4<sup>th</sup>
- Head of the River
  - 1<sup>st</sup> VIII – 4<sup>th</sup>
  - 10A – 3<sup>rd</sup>
  - 10B – 1<sup>st</sup>
- Round the Island
  - SG8+ – 2<sup>nd</sup>
  - SG 9/10 4x+ – 2<sup>nd</sup>
- Interhouse Winners – Kilburn

### **Softball**

- Senior State Knockout Champions

### **Soccer**

- Open A – 6<sup>th</sup>
- Open B – 6<sup>th</sup>
- Middle A – 10<sup>th</sup>
- Interhouse Winners – Patteson

### **Swimming**

- SSSSA A grade – 3<sup>rd</sup>
- IGGSA – 1<sup>st</sup>
- Swimming Carnival Winners – Selwyn

### **Tennis**

- Open A – 4<sup>th</sup>
- Open B – 8<sup>th</sup>
- Interhouse Winners – Kennion

### **Triathlon**

- Senior Girls – Silver and Bronze
- Intermediate Girls – Bronze
- Junior Girls – Silver

### **Touch Football**

- Open A – 5<sup>th</sup>
- Open B – 4<sup>th</sup>
- Open C1 – 3<sup>rd</sup>
- Open C2 – 1<sup>st</sup>
- Middle A – 3<sup>rd</sup>
- Middle B – 3<sup>rd</sup>
- Middle C – 3<sup>rd</sup>
- Interhouse Winners – Kilburn

### **Volleyball**

- Open A – 4<sup>th</sup>
- Open B – 6<sup>th</sup>
- Middle A – 1<sup>st</sup>
- Interhouse Winners – Kilburn

### **Water Polo**

- Open A – 1<sup>st</sup>
- Open B – 3<sup>rd</sup>
- Open C – 3<sup>rd</sup>
- Year 7/8 – 3<sup>rd</sup>

### **da Vinci Decathlon**

Year 5, 6, 7 and 9 students participated in the annual South Australian da Vinci Decathlon once again hosted by St Peter's Girls, placing 5<sup>th</sup> in all age categories. Our Year 9 team placed 4<sup>th</sup> at the Nationals in Sydney.

### **Philosophy and Ethics**

Our Philosophy and Ethics team finished 2<sup>nd</sup> in the State and placed 4<sup>th</sup> at the Nationals in Canberra. Both our Junior and Senior teams claimed the inaugural State titles.

### **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

All Year 6 students take responsibility for an aspect of life in the Junior School, with all students presented with a leadership role and associated role description. Roles include House Co-Captains, House Swimming Captains, House Athletics Captains, House Quiz Captains, SRC Leaders, Music Leaders, Chapel Leaders, Library Leaders and Student Guides.

Year 6 students undertake a significant unit of learning about leadership and the qualities of good leaders. They participate in a two-day Peer Leadership training program prior to leading a sequence of sessions with a wellbeing focus for cross-aged groups of R - 5 students.

SRC representatives from all year levels R - 6 meet regularly to discuss potential school improvements.

### 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 Deputy House Captains, Head Chorister, Choir Leaders, Music Ensemble Captains and Sport 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.

## **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 students to build houses, improve grounds and support students in classrooms.

## **Pastoral Care and Wellbeing**

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

Effective pastoral care and wellbeing in our School setting requires a close, supportive community committed to nurturing and developing the social and personal competencies of all within it. The School's bespoke #EMPOWHER wellbeing program has been designed specifically for our girls, equipping them with tools and strategies to face various challenges.

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 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 girls 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**

At the beginning of 2019, we launched our #EMPOWHER wellbeing program across R - 6. The program responds to a detailed review of previous programs, survey results from our own students, teachers and parents, as well as a review of data and recognised research relating to the wellbeing needs of Australian girls. The program has a major focus on developing resilience and expanding students' emotional vocabularies. It draws upon aspects of evidence-based programs and approaches including 'Bounce Back' (R - 5), Kimochis (R - 2), understanding character strengths (R - 6) and 'Personal Wellbeing Lessons' (Boniwell) (R - 6). The core components are carefully mapped to ensure a continuous wellbeing program that flows seamlessly from one year to the next.

The program is supported by the School Psychologist, who works with individual students on a needs basis as well as with classes and year groups. She coordinated a sequence of 'Healthy Peer Relationships' lessons for delivery in Years 4 and 6, and assisted with the delivery of the peer leadership training for Year 6 students. She also supported teachers in the delivery of aspects of the wellbeing program across a number of year levels.

Delivery of the Keeping Safe: Child Protection Curriculum also provides opportunities for teachers to engage with students in a pastoral role. 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.

### **Middle School and Senior School Pastoral Care**

Counselling is available for students and parents, with the School Psychologist working closely with the Head of Sub-Schools and Home Group teachers to plan and deliver age-appropriate programs.

2019 saw the continuation of our pastoral care program for Year 9, 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: Relationships with Self, Relationships with Others, Relationships with Family, and 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 time is 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 12s 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 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.

#### **Our Saints**

In 2019, Saints Girls encouraged loved ones connected to our students to join our community group, 'Our Saints'. With this group, 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. Beyond parents or guardians are a host of people who are deeply connected to our girls. 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 our inaugural year, we started to collect contact details and invite this group to identify themselves as 'Our Saints'. These people were added to our database and started to receive our biannual 'Saints Alive' 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 social function. We hope that these opportunities will provide fresh opportunities to socialise and resonate with like-minded individuals. At the end of 2019, we had approximately 120 Our Saints' members recorded in our database and we will be looking to grow this membership in 2020.

#### **Business Directory**

In 2019, we built on the success of our St Peter's Girls' School Online Community Business Directory, which can be accessed through our online parent portal. All advertising proceeds go towards our Parents' and Friends' Association fundraising efforts each year. At the end of 2019, we were advertising over 50 businesses connected to the School online. Through our communications, we continue to ask our community members to support businesses connected to our School and to refer businesses associated with the School. We encourage our community members to get on board by visiting and sharing the link to our Business Directory [stpetersgirls.u-direct.com.au](https://stpetersgirls.u-direct.com.au)

#### **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 2019 supported needs in the yearly operating budget. It has 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. One of the Foundation's largest sources of annual donations is our Building Fund campaign. In 2019, 195 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.

### **2019 Foundation Annual Appeal**

Before the end of the financial year, we invited our community via direct mail and email to please consider joining our generous donors by becoming a key part of our Master Plan. In 2019, the piece celebrated and promoted 125 years of 'Building Success' at Saints Girls. Through the generosity of our community members, a significant amount was raised which contributed to our new Science Centre and Arts facilities. This will ensure St Peter's Girls continues to provide the best possible opportunities for our remarkable young women, now and into the future.

### **The Seat of Encouragement**

Our 'Seat of Encouragement' is a striking feature in our new Science Centre. Located on the second level between the four general laboratories, the seat is accompanied by individual tiles, recognising donors who contributed to this unique St Peter's Girls' Foundation campaign in 2019. We invited current/past parents and staff, Old Scholars, friends of the School and local businesses to purchase an expression of encouragement to embolden and inspire our girls. The St Peter's Girls' Foundation raises funds to advance the School's educational, scholarship and building programs.

### **The Sister' Circle**

Our School was founded in 1894 by the Community of the Sisters of the Church, pioneering English women who had a vision for quality girls' education. To commemorate our 125th anniversary in October 2019, we launched a special Sisters' Circle (giving circle) campaign. A giving circle is an innovative way for our donors to be thoughtful in how they give, whilst bringing together a diverse group of friends of the School, Old Scholars, and current and former staff. Like our School, this giving circle is unique. Giving circles can have their own identity, one that we can create collaboratively. Together, our supporters can have a greater impact than any of them could on our own, and we can ensure that their combined charitable tax deductible dollars support and add value to our School's future development projects. In 2020, a bespoke, stone art piece will be inset into the pavers in front of our School's Chapel. In the first year, funds raised will go towards our new Science Centre.

### **Science Centre Opening and Donor Thank You**

On 18 October 2019, it was a privilege to welcome students, staff, members of the Board of Governors, donors and VIP guests to officially launch our new Science Centre. During the ceremony, the Science Centre and adjacent Arts facilities were officially opened by Professor Tanya Monro, Chief Defence Scientist of Australia. Tanya gave an inspired talk, and the students in attendance were in awe of her passion for Science. Anglican representative and Board member Bishop Tim Harris blessed the building as our special guests watched on. It was an incredibly proud moment in the School's history.

### **Scholastica Society**

The Bequest Society is named in honor 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 honors those who make a bequest by offering membership of the Scholastica Society. On 11 November 2019, Scholastic Society members and past members of the Board of Governors were invited to a function hosted by Principal Julia Shea which included a tour of our new Science Centre.

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

### **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 2019 was to continue building a feeling of inclusiveness by bringing the 'fun' into fundraising and socialising. The group worked hard to support the School's 125<sup>th</sup> anniversary events 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 8 February saw a huge turnout for the annual event, proudly hosted by the Parents' and Friends' Association. It was a great opportunity for parents to reconnect with old friends, meet new families and mingle with our wonderful staff. Principal Julia Shea had some inspiring words to say about our exciting and jam packed 125<sup>th</sup> year ahead. On Sunday 24 February, the P&F hosted the Garden of Sainly Delights. Those who attended were treated to stage acts including the Funny Farmers and performances by our own Music students, entertaining children and adults alike. While many children were up on the oval on the rides, tackling the waterslide, rock climbing and jumping castles, the parents enjoyed shopping at the beautiful array of market stalls in the gardens in front of the Food Technology Centre. It was an amazing display of our School spirit and the strength of our community, which is what made the day so successful. In May and September respectively, the P&F conducted Mother's and Father's Day stalls which were a huge hit with the students. Girls were given the opportunity to bring \$5 and choose a gift for their mum, dad or grandparents.

### **Friends of The Arts**

The Friends of The Arts (FOA) is a voluntary group of parents, friends and teachers who meet regularly throughout the year to add value and support our girls, staff and the broader School community at annual Performing Arts events. 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. FOA provides a forum for volunteers to encourage engagement, help inform decisions and plan for various social and fundraising activities centered on the Performing Arts. With the selling of refreshments, snacks and cheese platters at Arts events, they work together to raise funds and provide a service. 2019 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 in Ardrossan. The concert at the end of the camp was not only a beautiful gift to the Ardrossan community, but an opportunity for the girls to perform the music they had been working so hard on over the three days. The Friends of The Arts also had a presence at our Garden of Sainly Delights by hosting hip-hop dance and karaoke sessions. Term 2 involved our Jazz concert *Saints in Style*. FOA members worked hard to make this event really special, decorating the Arts Centre as well as offering the usual FOA fare. In Term 3, we held Year 12 SACE Dance, the Year 12 Drama production and the Year 5 Musical. It was wonderful to see that all areas of The Arts have been on display in 2019 and it was particularly satisfying to see the visual artists showcasing their work at some events as well. All money raised goes directly back into the Arts Program within the School. In 2019, FOA's hard work paid off and funds raised helped purchase microphones for performances. The group also supported the special effects for *The Addams Family Musical*.

### **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 events. In 2019, they hosted events such as parent information nights and a welcome morning tea at the beginning of the year. They also attended and promoted the ELC-led Grandparents, Father's and Mother's Day events. A big task for this group was fundraising; they sold drinks and food at the Garden of Sainly Delights

in February, the ELC Festival in Term 1, and the annual Christmas concert and picnic on Chiverton Lawns in November. One of the 2019 highlights was their annual Ladies' Day Out. Attended by over 40 community members, the mums enjoyed a lovely social afternoon together.

### **Saints Sport Support Group**

During 2019, the Saints Sport Support Group continued to be a presence at all school sporting events. Their aim is 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 2019. SSSG worked across Summer and Winter Interhouses, Swimming Carnival, Sports Days, and were also part of the Garden of Sainly Delights by running a stall. They sold new House temporary tattoos at Swimming Carnival, water bottles and wristbands at Sports Days and catered for Summer and Winter Interhouse competitions. Their raffle prizes at Sports Day continued to generate great excitement amongst the students. In 2019, the group also launched House-coloured baseball caps. It was fantastic to see how well these sold and how a little extra House colour at many of the sporting events could make such a difference. The group's continued fundraising enabled girls to attend coaching courses across all sports and the opportunity for Year 10 students to complete the Royal Lifesaving Bronze Medallion. The SSSG continues to recognise the many girls who have coached or mentored in the area of sport, by contributing to the Sport Awards.

### **Friends of Rowing**

The 2018/19 season saw Saints Girls' Rowing program and community continue to flourish. In October 2019, Friends of Rowing hosted the Opening BBQ with a fun evening in the Arts Centre. The event was very well-attended and significant funds were raised to purchase bikes and cox boxes. Our rowers attended two rowing camps at Avoca Dell, Murray Bridge, in October and January. Thanks to the generous support and sponsorship provided by Southern Cross Cleaning SA and past fundraising, Friends of Rowing were again able to subsidise fees for the January camp. What is particularly encouraging is the continued strength in 'The Learn to Row' program, especially due to the parents' support, with many attending the regattas. The Senior crews continued to train at Murray Bridge, where they were able to commit longer periods of time and receive more effective training. The girls definitely seemed to benefit from this regime, with some great results achieved throughout the season. At the 2019 SA Schools Head of the River, our 1<sup>st</sup> VIII posted the School's best-ever result to date in this prestigious race with 4<sup>th</sup> place. It was wonderful to have the great sea of blue cheering in support of our girls on from the banks of West Lakes. FOR decided to make this year's Head of The River picnic-style, where everyone brought along a plate to share. The season's successes were celebrated at our Head of the River dinner. This was a fun night for our Rowing community to come together for our awards presentation, speeches, and send-off to our Senior rowers. FOR fundraising efforts are firmly directed at offsetting the cost of rowing for parents. This season, the group held four sausage sizzles at Bunnings in Kent Town. It was a fun way to get the girls involved in fundraising and lift the profile of the School in the wider community. The group also held a bake sale at the Garden of Sainly Delights in February.

### **Former Staff**

The Former Staff group is a sub-group of the Friends of the Founders which endeavours to bring together former Saints Girls' staff on an annual basis. Friendship and collegiality is their focus. Each year, the group maintains contact with some 300 former staff members. In 2019, their annual luncheon was held in July. Around 38 staff enjoyed catching up with the latest Saints Girls' news during the event. The members value the ongoing links they have established with the School's leadership. A highlight for many former staff members in 2019 was attending the 125<sup>th</sup> Anniversary Gala Ball at Adelaide Oval.

### **School Archivist**

The School Archivist's role during the 125<sup>th</sup> year of the School required much engagement with the School community at the special events and much work beforehand.

Various displays of historical photographs and uniforms were produced in different parts of the School, including

the Arts Centre foyer. Particular photo displays were prepared and mounted on boards for Old Scholar events such as the OSA Reunion dinner and for the Friends of the Founders. Additionally, there was a display on Old Scholars' war service in WW2 which coincided with a visit by the Governor-General. The Archivist had attended a service in February for the Banka Island victims, one of whom was an Old Scholar.

The Archivist gave a talk in Chapel about our school dress/uniforms over 125 years and selected many uniforms for the Year 6 girls to model. More selecting of historical uniforms occurred for students who took part in later events such as *Emily: A Musical* and the SACE Dance performance at the Gala Ball.

Various investigations were carried out 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 Synergetic were noted.

Archival photos and historical information were sourced for videos to be produced by the Communications Team for various events throughout the year. Articles were written for the two 2019 Saints Alive editions, and proofing was performed on these editions and on the School Yearbook, in addition to various Community Relations documents.

The Honour Board lists were updated and information for the new Emily Medal Board was researched. Lessons about our School's history were provided to various Junior School classes visiting the Museum.

General archiving work such as accessioning, cataloguing, filing, and updating databases was carried out as usual during the year.

### **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 3500 members, it was with delight that we welcomed more than 58 new Old Scholars to the OSA community in 2019.

St Peter's Girls continues to provide opportunities and events for its members to reconnect with each other and the School. In 2019, key events included an Old Scholars' Academic Excellence Assembly where we welcomed back our newest Old Scholars to honour our 2018 SACE and IB Merit recipients. Special thanks to Old Scholar and Dux of 2013 Erica Ang (Kennion 2013) who presented an engaging and inspiring speech as well as certificates to our award winners.

In celebrating the School's 125<sup>th</sup> anniversary, a series of special events were arranged to celebrate with the Old Scholar community. In June at St Peterstide, the 125<sup>th</sup> Anniversary Lunch for 120 Old Scholars was held in the Arts Centre, followed by the Old Scholars' Reunion Cocktail Evening which was the official reunion event for another 100 guests also in the Arts Centre. Other key events included the OSA AGM and Year Leaders' Event, A Touch of Blue evening for our younger Old Scholars from alumni 2015 – 2018, and Interstate Reunions in Perth, Sydney and Canberra. A highlight of the year was our birthday celebration on Friday 18 October. Old Scholar mothers and grandmothers of current students were invited to participate in a souvenir 'Generations' photo and morning tea. Our 125<sup>th</sup> Birthday Cake celebration was a special Assembly with our oldest Old Scholar, Lorna Henstridge (nee Patteson, Selwyn 1932) in attendance. Many Old Scholars also attended the 125 Gala Ball held at Adelaide Oval on 19 October.

In 2019, 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. 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. A highlight was welcoming Old Scholar and former staff member Anne Monceaux, Mayor of Burnside, (nee Harrington,

Kennion 1966) to launch our 125<sup>th</sup> year at an Assembly in February.

Our acclaimed Old Scholar performers were invited to team up with our students at the *Saints in Style* concert in May. The show featured violinist Sophie Rowell (Kilburn 1992), Concertmaster with the Melbourne Symphony Orchestra, and talented vocalists Emma Kavanagh (Kilburn 2014), Erin McKellar (Patteson 2013), Chelsea McGuinness (Kilburn 2016) and Meena de Silva (Kilburn 2013).

The Old Scholar Tutor Program was provided again in 2019 with 10 tutors offering valuable learning support to our middle and senior students.

The OSA provided its annual Scholarship to a Year 6 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 defeated by the senior students' Netball team in the contest for the Georgia Beaton Cup. Four teams representing the Old Scholars competed in the summer competition for SAUCNA.

The OSA hosted two fundraising events in 2019. A Bottle Tombola was held at the Garden of Saintly Delights in February raising funds for the Old Scholar Netball teams' uniforms, and a movie fundraiser took place at the Regal Theatre in September for the screening of *Downton Abbey*.

In May, the OSA Constitution went under review by the Council, and amendments were made and ratified at the AGM. The last revision prior was in 2011.

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

### **The Friends of the Founders**

The Friends of the Founders are School community members who are interested in the history and traditions of St Peter's Girls, with a desire to enrich the School for generations to come. They carry forward the vision, courage and generosity of the Founders. The group includes Old Scholars, former staff and friends of the School.

The Friends of the Founders' aim is to enhance the future of the School by acknowledging the achievements of the past and commemorating major milestones.

The theme for 2019 was 'Celebrating 125 years of Saints Girls'.

The first event for the year was a Chapel Service and morning tea on the Chiverton Lawns in April. Guests enjoyed a uniform parade by the Year 6 students in the Chapel showcasing our 125 years. The guest speaker was School archivist Anne Daniell (nee Crisp Kennion 1969), who talked about each of the eras and associated uniforms. It was an occasion that everyone enjoyed immensely.

The second event was in July where members were invited to a special 125<sup>th</sup> event: *Emily - A Musical* was performed in the Chapel by our Music students who brought to life the story of Mother Emily, the founder of the Community of the Sisters of the Church (CSC). Morning tea followed in the Arts Centre foyer.

In 2019, the Friends of the Founders' Committee met four times. 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 2019 ranged from Diplomas to Master's degrees:

Qualification	Teaching Staff
Master's Degree	20
Double Degree	9
Degree	17
Degree and additional qualifications	33
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

2.5 FTE (3%) of staff left at the end of 2019.

The total of teaching staff was 72.55 FTE; therefore, we retained 97%.

## 3. WORKFORCE COMPOSITION

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

Secondary Teachers	46.45
Junior Teachers	26.10
ESOs/Administration	38.13
Maintenance Staff	5.80
	116.48

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

Attendance rates for the 2019 school year:

Year Level	Attendance Rate per Year Level
Reception	98%
Year 1	97%
Year 2	97%
Year 3	97%
Year 4	96%
Year 5	97%
Year 6	95%
Year 7	98%
Year 8	96%
Year 9	95%
Year 10	96%
Year 11	95%
Year 12	96%

Term	Attendance Rate per Term
Term 1	97%
Term 2	96%
Term 3	96%
Term 4	96%

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 a 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 attending school-related events, e.g. sport, work experience, school trips or camps are not recorded as absent.

## 5. SENIOR SECONDARY OUTCOMES

### STUDENT OUTCOMES – Senior

- Top ATAR 99.6
- 40% of SACE students achieved an ATAR of 95+
- 66% of SACE Stage 2 grades in the 'A' band
- SACE students' median ATAR 92.55
- 45% of IB subject grades either 6 or 7

### STUDENT OUTCOMES – NAPLAN Tests

#### Year 3 Results

	SPGS (all students mean)			SPGS (Proficiency band)			National 2019	
	2017	2018	2019	2017	2018	2019	mean	band
Reading	499.4	520.5	513.8	6	6	6	432.3	5
Writing	475.2	453.7	485.0	5	5	6	423.1	4
Spelling	460.5	475.2	472.9	5	5	5	418.7	4
Punctuation & Grammar	484.7	477.8	519.1	6	5	6	439.8	5
Numeracy	438.4	444.1	457.5	5	5	5	408.1	4

#### Year 5 Results

	SPGS (all students mean)			SPGS (Proficiency band)			National 2019	
	2017	2018	2019	2017	2018	2019	mean	band
Reading	571.2	565.1	557.6	7	7	7	506.0	6
Writing	543.1	507.8	534.5	7	6	7	473.9	5
Spelling	547.8	545.7	541.7	7	7	7	500.7	6
Punctuation & Grammar	577	579.5	550.8	7	7	7	499.1	6
Numeracy	543.3	531.6	529.5	7	7	6	495.8	6

#### Year 7 Results

	SPGS (all students mean)			SPGS (Proficiency band)			National 2019	
	2017	2018	2019	2017	2018	2019	mean	band
Reading	583.3	589	596.3	8	8	8	546.0	7
Writing	577.4	572	581.1	7	7	7	513.2	6
Spelling	570.7	586.2	586.5	7	8	8	545.6	7
Punctuation & Grammar	602.1	601.3	596.4	8	8	8	541.7	7
Numeracy	591.6	593.7	622	8	8	8	554.1	7

#### Year 9 Results

	SPGS (all students mean)			SPGS (Proficiency band)			National 2019	
	2017	2018	2019	2017	2018	2019	mean	band
Reading	623.1	619.9	628.9	8	8	8	580.4	7
Writing	636	604	630.7	9	8	8	548.9	7
Spelling	620.6	609.9	629.2	8	8	8	582.3	8
Punctuation & Grammar	624.5	639	629.4	8	9	8	573.2	7
Numeracy	648.9	649.1	635.6	9	9	9	592.0	8

## 6. 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 outlined 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.

The School continues to enhance our myLink parent portal, 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.

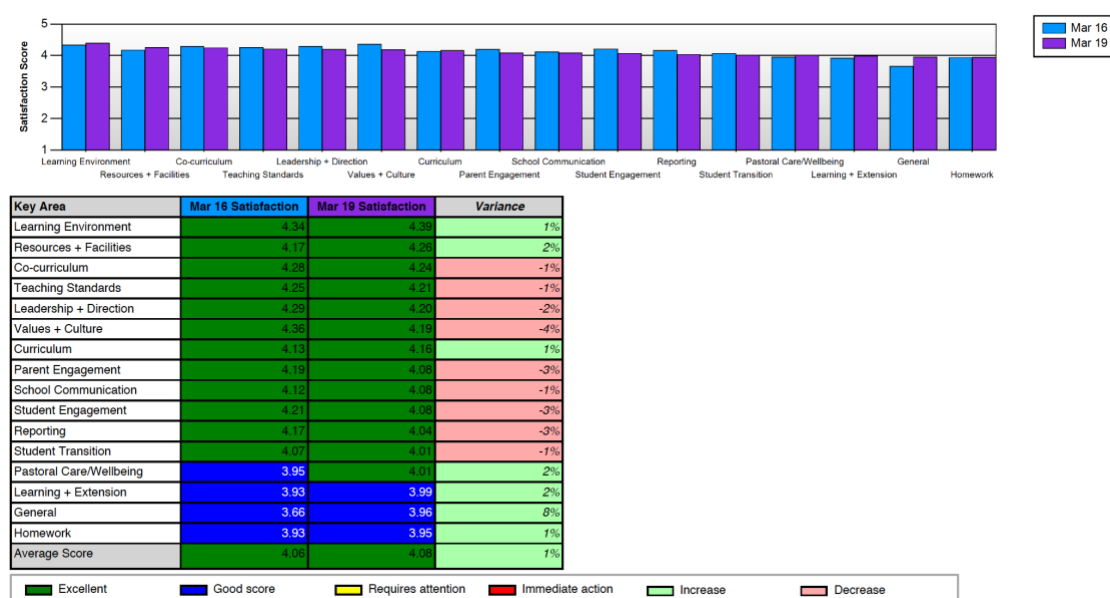
To complement all of this, our communications across digital and print have been boosted to ensure parents can share in our girls' success and other exciting developments. A highlight has been the introduction of regular videos on our Facebook page, website and parent portal, as well as in our weekly eNews and fortnightly ELC eNews. This move continues to receive excellent feedback from parents in connecting them with daily life at Saints Girls.

In 2019, the School prepared a series of wide-ranging, independently-facilitated surveys to gauge feedback from parents, students and staff. It followed a similar survey process undertaken in early 2016. The results provided the School with valuable insights about strengths, weaknesses, attitudes, behaviours and suggested areas for improvement, which have fed into the School's 2020 - 2022 Strategic Plan.

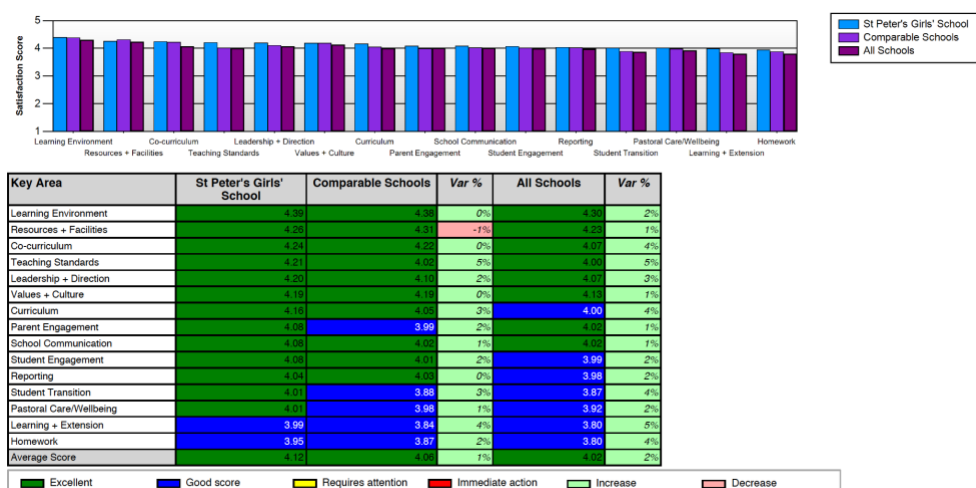
Results from the parent survey included:

**Parent overall satisfaction 82% (4.08 out of 5) compared with 81% (4.06) in 2016**

### Satisfaction Ratings with 2016 Comparisons



**Comparisons with other Schools (comparable schools are girls' schools with 750-1000 students)**



## 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.

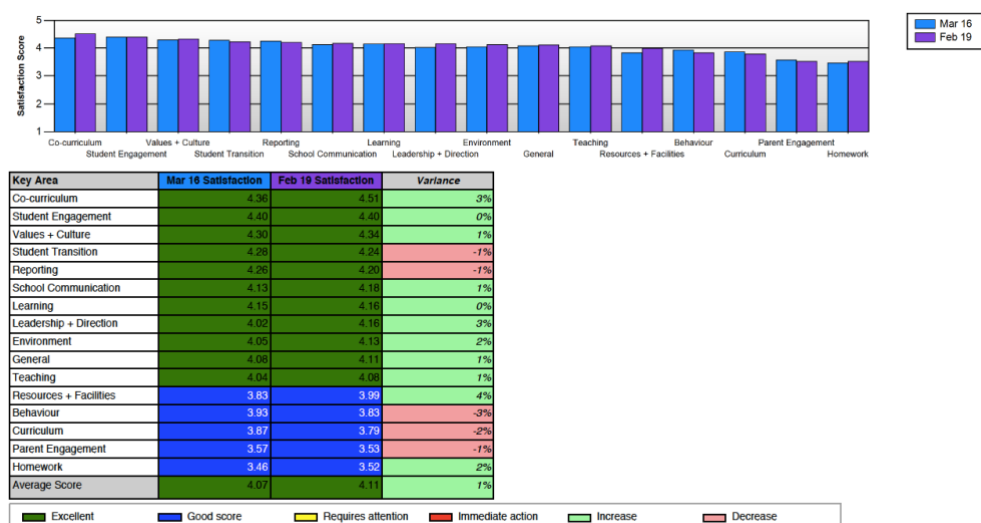
It is tradition at the School for the Principal or Deputy Principal to interview all students in Years 10 to 12 to gather information about their Senior School experience. Students are counselled on subject choices and career pathways, which assists with the ongoing development of the Senior School.

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

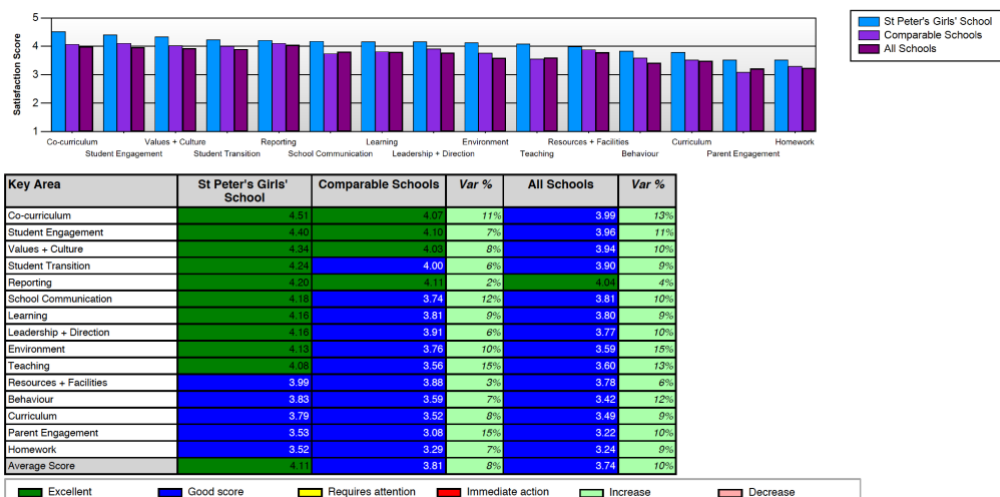
Results from the 2019 student survey included:

**Student overall satisfaction 82% (4.11 out of 5) compared with 81% (4.07) in 2016**

## Satisfaction Ratings with 2016 Comparison



## Comparison with Other Schools



## Teacher Satisfaction

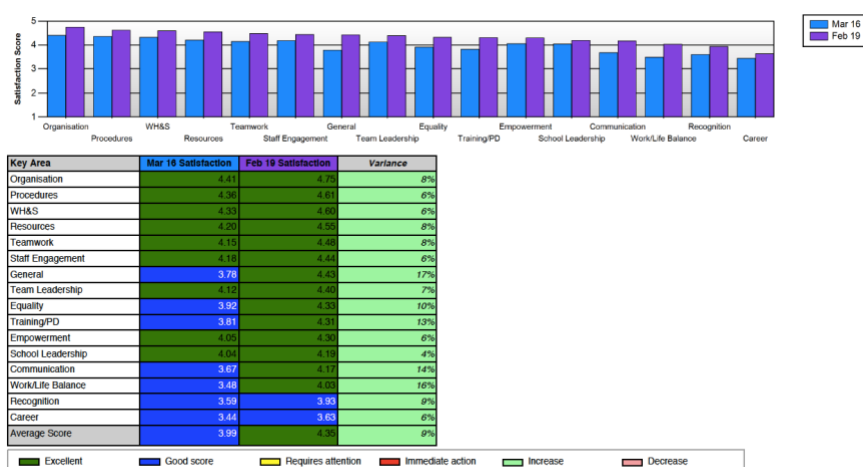
Feedback and indicators of staff satisfaction are gauged and responded to via the weekly staff briefing, the annual staff appraisal process, matters raised directly by individuals with the Senior Leadership Team, discussions at various staff and faculty meetings, as well as items addressed with the Work,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

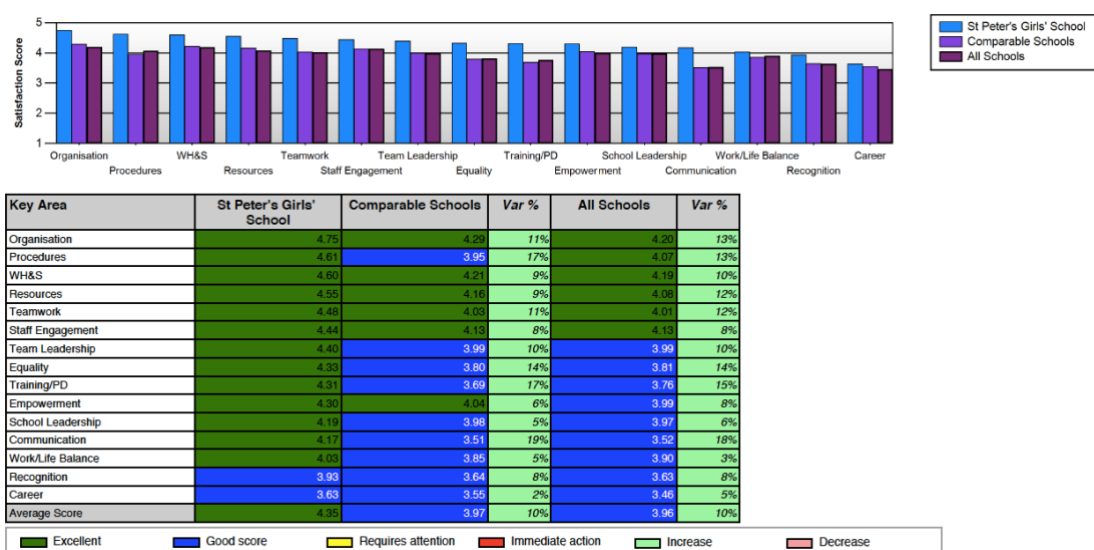
Results from the 2019 staff survey included:

**Staff overall satisfaction 87% (4.35 out of 5) compared with 80% (3.99) in 2016**

## Satisfaction Ratings with 2016 Comparison



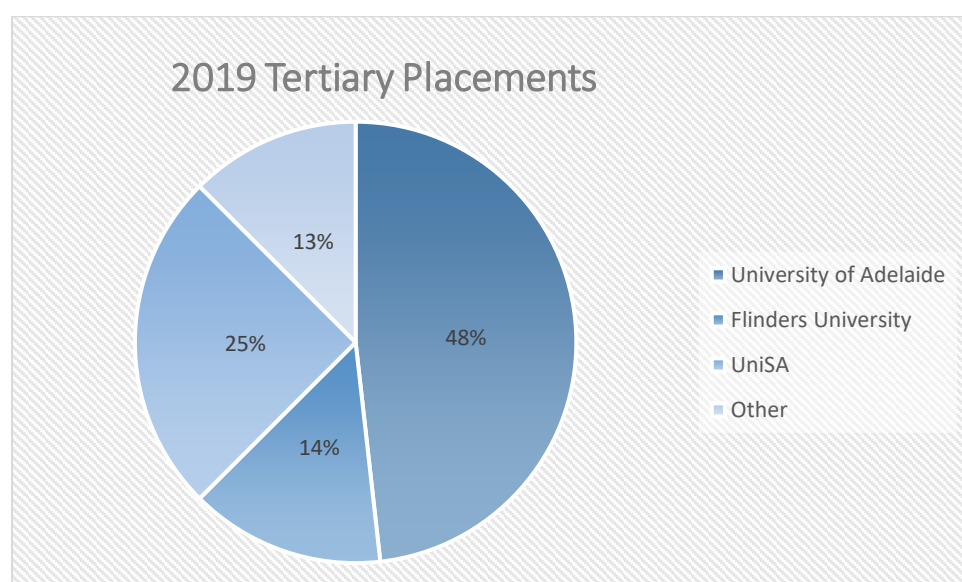
## Comparison with Other Schools

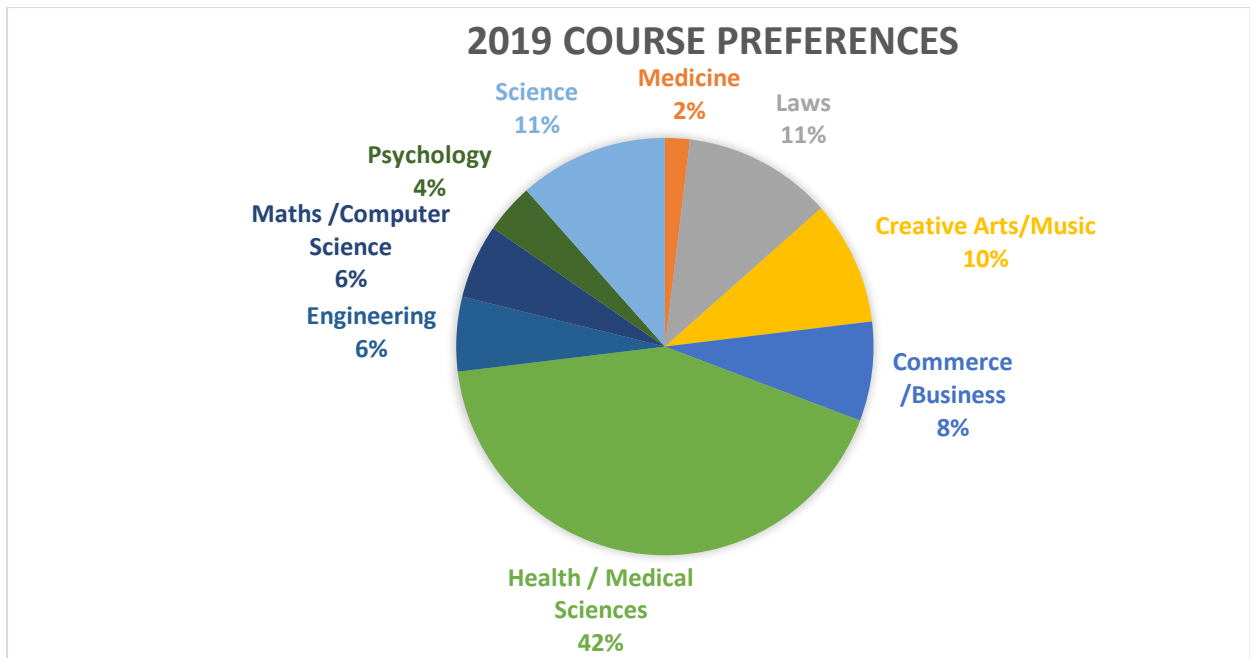


## 7. POST-SCHOOL DESTINATIONS

In 2019, 97% of our Year 12s were successful in securing a university place and, with the exception of Medicine, most were offered their first preferences. While most of these were at South Australian tertiary institutions, many students were successful in securing places at the University of Melbourne, Monash University and the University of Queensland. One student even secured a full scholarship to the University of California, Los Angeles.

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.





## 8. SCHOOL INCOME

Fees and Excursion income	13,754,185	68.13%
State Grant	1,060,402	5.25%
Commonwealth Grant	3,944,822	19.54%
Donations	3,460	0.02%
Other	1,424,855	7.06%
	20,187,724	100.00%