



ST PETERS

GIRLS

**ST PETER'S GIRLS' SCHOOL
SCHOOL PERFORMANCE REPORT 2020**

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, biannual Saints Alive magazine, the School Yearbook, School diaries, curriculum handbooks and student handbooks. The information relates to the 2020 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 126 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, Physical Education, Religious Education, Health, Information Technology, and Japanese, Chinese or French. They also have a taste of the Creative and Performing Arts subjects (Drama, Music, Dance, Art and Food). In 2020, 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', where 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 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. 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, offering them 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 biennial 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	177 students
Junior School	327 students
Middle School	218 students
Senior School	212 students
TOTAL	934 students

This number varies to that listed on the My School website as it includes ELC children, Mid-Year Reception students and Full Fee Paying Overseas Students.

Student Exchanges/Visits

Our usual International Student Exchanges, International Study Tours and Service Learning Overseas Visits were cancelled in 2020 as a result of the travel restrictions resulting from COVID-19. However, virtual curriculum links and activities with our exchange schools were developed through 2020 with a view to implementation in 2021, as were relationships with a number of interstate schools.

Special Category Students

In Term 4 2020, we had the following special category students:

5 indigenous students

22 international students (FFPOS)

27 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	28 students
Tier 2	R - 12	target specific instruction withdrawn from the classroom	66 students
Tier 3	R - 12	intensive, instructional support withdrawn from the classroom	5 students

Special Curriculum Initiatives

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 advisers and regular staff professional learning opportunities, with a focus on raising student confidence, consistency in approach R - 6 and further development of the Mathematics Proficiencies.
- Focus on improving students' literacy skills through enhancement of 'Linguistic Inquiry' as an approach to teaching spelling and vocabulary, using THRASS methodology R - 6. Key components included developing teachers' and students' understanding of orthography, morphology, etymology and phonology, and investigating pedagogical practices to embed these in weekly learning tasks.
- Further development and integration of 'VCOP and The Big Write' methodology as a consistent approach to teaching writing R - 6.
- Implementation of Brightpath, writing assessment tool - a research-based, pair-wise comparison model for assessing student writing R - 6, with moderation across single and multiple year levels.
- Ongoing teacher professional development to further embed 1:1 digital technologies (iPads) into learning and teaching, and expansion of Bluetooth keyboard covers to broaden capacity of devices.
- Teacher professional development to increase proficiency in integrating a variety of new software and hardware to enhance students' digital proficiencies including coding.
- Increased teachers' capacity to embed hardware and software for coding and robotics into their Units of Inquiry, using a variety of tools including Ozmo Orbi, Bee Bots, Lego We Do and EV3s, and online coding programs.
- Significant time spent further developing use of our online learning management system Canvas and other online learning tools in response to potential and actual learning at home requirements of COVID-19.
- 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.
- Embedded Mind Lab (hands-on games learning program) and associated thinking strategies in all R - 6 curriculum programs.
- Increased staffing for supporting EAL/D students.
- Reviewed mapping of components of the Keeping Safe: Child Protection Curriculum within current program, adding specific content where required and finding opportunities to embed aspects within the wellbeing program.
- 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 *Matilda JR.* was produced by the Year 5 students.

Curriculum – Years 7 – 12

Student Feedback Surveys

At Saints Girls, we value the student voice, and in 2020, provided the Middle and Senior School girls with the opportunity to give their teachers formal feedback. The students responded to statements about different aspects of their learning, from their engagement levels, to clarity of assessment instructions, to quick recaps at the end of lessons. These surveys were rolled out in Terms 2 and 4, and we plan to use similar surveys at different points through 2021, perhaps adjusting some of the focus areas so that the surveys remain fresh and dynamic. The students' feedback was thoughtful and authentic, and the teachers have been encouraged to consider their feedback when formulating their goals for 2021.

Innovative School

We were excited to be included on *The Educator's* list of *Innovative Schools in 2020*. Acknowledging the growing importance of STEM and, in particular, the need to attract more girls into STEM disciplines and careers, we have striven for a number of years to be particularly cutting-edge with our Year 10 electives selection. Recent offerings have included: Forensic Science; Business, Innovation and Technology; Girls in Engineering; Psychology. In 2020, the School launched a creative new Year 10 elective subject entitled 'Engineering for Global Change' or E4GC for short. Intentionally cross-curricular in nature, it was designed by a small team of teachers from the Humanities, Science and Technology faculties, and the class was taught by two teachers - the Head of Humanities and the

Head of Technology. E4GC acknowledges that humanity will face increasingly complex challenges in the decades ahead. Creative and agile solutions will be needed, and arriving at them will require collaboration, effective problem-solving approaches, and a good understanding of how different strands of engineering and cutting-edge technology can be applied (and maybe invented!). Additionally, the subject addresses significant elements of the Australian Curriculum's General Capabilities and Cross-Curricular Priorities. We review our elective offerings every year to ensure they remain relevant.

APEX and Innovative Learning Technologies

Leveraging the latest technologies is an ongoing challenge for schools, and at Saints Girls, our approach has been to create staff and student groups to explore current trends, methodologies, software and hardware. These APEX groups have a growing presence and influence on school life and culture, and will steer the next Strategic Plan for ICT, which is due to be rolled out in mid-2021. Alongside this initiative, a second group of teachers worked through the Innovative Learning Technologies program in 2020, following a successful pilot in 2019. Six teachers worked closely with an Apple expert, who helped them to use devices and apps in meaningful and time-saving ways in the classroom. These teachers then trained their colleagues and proved the theory that teachers ultimately learn best from each other.

Project-Based Learning (PBL)

Independent schools across the State were encouraged in 2019 to look closely at the methodology of Project-Based Learning and to begin the process of training staff. Very quickly, Saints Girls has become a leading school in this area, running successful projects in the first year and then developing and expanding the scope of PBL in 2020. Most of our faculties were involved at some stage during the year, and Year 8s in particular benefited from cross-curricular projects such as 'Healthy Girls' and the Arts performances in Term 4. High levels of active participation and enjoyment were clear to see and PBL definitely ticks the box in helping to avoid any potential 'dip' in school engagement in the middle years.

Out of the Blue Arts Journal

Congratulations go to our EDGE Coordinator and her dedicated team of senior EDGE students for producing a stunning *Out of the Blue Arts Journal* for the first time. An ambitious and exciting project, the idea of showcasing the best creative work from our students and the wider School community resulted in a truly impressive and special book.

Competition Successes

Our students have an appetite for taking on additional challenges that complement their school learning, and this year achieved notable successes in Microsoft's *AI for Good* Competition and the Ethics, Science and Mathematics Olympiads to name just a small selection.

Online Learning

In Term 1 2020, the School community rose to the challenge of remote learning with little fuss and plenty of innovation and patience. Having introduced Microsoft Teams to our staff in 2018, we were well-placed to use this platform to transition to online learning and we are ready should the need arise again. Our staff and students deserve great credit for the way they coped with the challenges of an exceptional year.

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
- Assembly Music performances
- Assembly Dance performances

- SACE Drama performance excursion
- SACE Dance Stage 1 excursion
- Year 9 Dance workshop
- Year 10 Dance workshop

Term 2

- Lunchtime concerts
- SACE Stage 2 Solo Performance Concert
- Assembly Music performances
- Assembly Dance performances
- SACE Stage 2 Choreographic evening

Term 3

- ABODA Band and Orchestra Festival online (Concert Band, Development Band, Stage Band, Senior String Ensemble, Junior String Orchestra)
- SACE Music Ensemble summative assessment (Thursday Club, Enchante, Stage Band)
- SACE Stage 2 Music Concert
- Years 2/3/4 Music Concert
- Year 5 Production
- Assembly Music performances
- Assembly Dance performances
- SACE Dance
- Senior Drama Production
- 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
- Years 1 and 2 Nativity
- Year 9 Graduation
- Year 6 Graduation
- Carols in the Chapel (all choirs and strings)
- Presentation Assembly
- Assembly Music performances
- Assembly Dance performances
- Year 10 Drama Night
- Year 9 Drama lunchtime performance
- Visual Arts/Design Exhibition
- Junior School Art Assembly

English

- Plans for some student enrichment activities (visits to the theatre, having Bell Shakespeare present in Term 2, attending the 'Meet the Writers Festival', etc.) had to be cancelled due to COVID.
- Faculty member Emily Moxon attended the SAETA refresher course in February.
- As a response to the demands of the COVID situation, the Faculty developed ways of delivering content in an online environment to provide quality education through remote learning.
- The Faculty explored the programs being undertaken in the Junior School to improve and track writing skills (The Big Write and Brightpath programs). While neither program is immediately adaptable to the Middle or

Senior Schools, it has been valuable to have an understanding of what is being undertaken in earlier years, and to build upon that work and maintain a use of consistent metalanguage for the students.

- The Faculty continued to work on developing a critical reading scope and sequence, and further developed examinations in Years 8 - 11 that develop those skills. In conjunction with Head of Technology Garth Coulter, we have also further developed online exam experiences to assist students in preparing for the Year 12 exam format.
- Middle School English teachers worked on the integration of 'bursts of writing' into their programs as a way of foregrounding the development of writing skills. We want to continue to make this a priority. We are also exploring ways in which we might track the development of writing skills: how to obtain meaningful data for this? We are trialling a student reflection task in which each student reflects on a series of questions and documents their own learning in this area.
- We have continued to review our unit choices and update texts as appropriate. Of particular note has been the success of introducing a play – *The Book of Everything* – into the Year 9 course and using this as a way to explore dramatic texts.
- In our work on the Middle School Framework, we have been redeveloping units of work so that skills and/or concepts are in the foreground – adopting the 'backward by design' approach to programming.
- The Faculty has been experimenting with Assessment for Learning activities, using the materials provided by the Learning Support Team.
- The Faculty dedicated specific time to reflecting on Australian Curriculum compliance and considering ways to incorporate those features less prominent 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.
- Faculty member Sarah English undertook Stage 1 SACE moderation for English, and Head of English Michael Butler-Wills was involved in Stage 2 English Literary Studies examination marking and supervision, and Stage 2 English Literary Studies moderation and supervision.

Languages

- Continued with work to develop materials for the Canvas Learning Management System pages for students.
- Continued development of resources by staff for Junior School Intensive Languages Program.
- Continued development of program for ELC Language lessons (Mandarin Chinese classes in all four rooms once a fortnight; Japanese classes in Ferguson and Hallett Rooms once a week).
- Continued development of Mandarin Chinese program for background speakers in the Junior School as part of the curriculum.
- First wave of Intensive Languages students entered Year 7 (Middle School).
- First year of Chinese B in Year 12.
- Review of the Junior School Intensive Languages Program submitted to the Principal and the Board.
- Interviews with Junior School staff, Languages staff, parents, current Junior School students and Year 10 students who were part of the original research project.
- Year 8 Japanese class participated in the Australian Olympic Connect | Tomodachi [Friends] 2020 Pilot Program – undertook shared activities with a class in Senzoku, Japan, and connected with them via Zoom.
- Spanish ab initio class started a CAS project that involves creating a digital Braille Spanish grammar book so that students who are visually impaired can learn Spanish as a second language.
- Reinstated Languages Week (encouraged teachers to greet students in different languages, ran trivia and flag competitions for Junior School students, played international music at lunch time, Languages staff provided an international-flavoured morning tea for staff).

Mathematics

- Continued use of Canvas 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.
- Continued development of Assessment for Learning techniques.
- Increased focus on ICT skills, especially in Middle School Mathematics, through formative and summative assessment tasks.
- Increased focus on using Microsoft OneNote to deliver lesson content in most Year 7 to 12 Mathematics classes.
- Increased use of Microsoft Teams for use in all classes including video conferencing, sharing resources, discussions, etc.
- Use of Teams for Faculty meeting dynamic agenda/minutes and document repository.
- Continued refinement of Stage 1 and 2 SACE Mathematics courses.
- Continued refinement of IB Diploma Programme Mathematics courses.
- Development of new IB Diploma Programme Mathematics courses – Analysis and Approaches, and Applications and Interpretation.
- Hosted an internal (SPGS only) version of MASA Student Quiz Night with just under 100 students from Years 7 to 12.
- 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. There were some outstanding results achieved in each of these competitions.
- Continuation of Maths Help sessions, staffed twice a week at lunchtimes to assist students.
- Provided students with opportunities to go to (or experience a variation of) Mathematics Enrichment and Experience Days at local universities, such as Ingenuity, and Girls in STEM program.

Science

- Continued development of the use of Canvas and its functionality, including Continuous Reporting with quality feedback.
- Continued provision and development of real-world excursions and activities that link to curriculum outcomes and enrich teaching and learning.
- Updated all report descriptors in Years 7 to 12 Science and refined SACE and IB report proformas to better reflect assessment types in the programs.
- Continued refinement of the Years 7 to 10 Australian Curriculum Science courses including a focus on embedding the SPGS Middle School Framework into all courses in Years 7, 8 and 9.
- Identification and development of inquiry-based starter activities and a greater focus on inquiry-based, hands-on learning activities in Middle School Science courses.
- Design and implementation of Project-Based Learning units in Middle School Science with a focus on providing a variety of products that enable student agency.
- Continued development and usage of Stile science learning resources in the classroom.
- Continued development of the Lesson Study approach in design, evaluating and refining approaches to teaching and learning in Science.
- Transition to and increased use of Microsoft OneNote to deliver lesson content.
- Continued refinement of Stage 1 and 2 SACE Science courses, with a view to improve performance in externally assessed components.
- Continued refinement of IB Diploma Programme Science courses.
- All members of the Science Faculty attended Flipped Learning professional development throughout the year and began to implement this pedagogical approach into their teaching and learning across the Middle and Senior School Science courses.
- Supported da Vinci Decathlon through the provision of Science questions.

- Encouragement of student involvement in activities such as the Oliphant Science Awards and Australian Science Olympiads. Outstanding results were achieved in these competitions.
- Provided students with opportunities to take part in the Science and Engineering Challenge; however, this was cancelled due to COVID.

Humanities

Year 9 History/Black Lives Matter

Year 9 History students drew links between the Black Lives Matter (BLM) protests and how Australia commemorates its past. As the BLM movement was associated with challenging conventional interpretations of history, Year 9 students investigated and evaluated how we have recorded and commemorated our colonial past, leading to some challenging new designs to reflect the impact of white settlement on indigenous Australians.

ANZAC Day

ANZAC Day saw many members of the School community honour the occasion from their driveways and upload images from their local Dawn Services as COVID required a more personal commemoration of this significant day.

Shark Tank – 3 July

Our Stage 1 Business Innovation students continued the School's strong tradition of success in the Shark Tank competition, achieving 2nd place in the Environmental section out of 240 schools.

Year 8 Geography Excursion – 24 August

The Year 8 Coasts excursion in Term 3 allowed students to record data on the changing landscape of Adelaide's coastlines and the impact of methods to mitigate coastal erosion, considering the various social, economic and environmental impacts. Students were also able to learn about the indigenous dreaming stories of how our coastline was formed whilst taking in the modern artistic features of this changing landscape.

Year 9 Geography Gawler Food Forest Excursion – 4 November

Year 9 students were able to visit the Gawler Food Forest to look into sustainable practices in food production related to their unit on Food Security. The passionate proprietors are experts in permaculture, and students were able to taste and purchase produce from their sustainable and cost-effective line of production.

Year 10 Engineering for Global Challenge

2020 saw the first opportunity for a Year 10 elective to combine interest in STEM subjects through a humanitarian lens. Students undertook various individual and collaborative tasks to investigate solutions to global challenges through innovation. This subject's offerings led to Saints Girls being included on *The Educator's* list of *Innovative Schools in 2020*, the only all-girls' school in South Australia to be so honoured.

Remembrance Day

Remembrance Day allowed the School community to gather and recognise the sacrifice of Australia's serving men and women, past and present. Year 6 student Holly Robinson read her poetry composition dedicated to her family members who have been directly affected by war. We heard an address from staff member and ex-servicewoman Michelle Cox on what Remembrance Day has meant to her and how she continues to draw meaning from it to the present day. The timing of the service allowed us to also acknowledge NAIDOC Week and our RAP Ambassadors Letitia Page-Thomson and Tara Young drew attention to some of the injustices faced by indigenous service personnel throughout Australia's history.

SACE/IB Numbers

Subject selection will allow students to undertake a combination of SACE Modern History and IB Global Politics for the first time. As Humanities teachers, we are excited at the prospect of students pursuing their passions and studying the forces that have shaped our past and will drive change in the contemporary world.

Health and PE

- Development of student data tracking regarding fitness components and to now include fundamental motor skills. This occurred across Reception to Year 9 twice during the year and provides an opportunity for students to assess strengths and weaknesses, as well as staff to assess programming and progress in particular areas.
- Warm-up activities now have focus around strength and fundamental motor skill development, rotating on a weekly basis across Reception to Year 9.
- Approach to assessment - PE criteria for each unit now includes 1/3 of marks provided for the level of self-management students can illustrate. This mirrors the importance of this facet in Senior School and the direction SACE is looking to move in. These skills include collaboration, communication, displaying initiative, looking at multiple forms of evidence and providing feedback, as well as teamwork.
- Mapping and development of Certificate III in Sports Coaching to commence in 2021 for Year 10 High Performance students (20 students taking part). This will enable them to develop a range of skills in coaching groups and teams, which will lead to better mentors coaching our junior sports teams, a higher number and more qualified Old Scholars able to coach teams post-school, and development of concept understandings that ingrain solid fundamentals for Year 11 and 12 PE students.
- New Stage 2 PE course integrated - students had a change in mindset from traditional senior PE approaches. The focus is now much more on analysing and evaluating data to then develop improved strategies for performance or participation. This occurs across a range of sports/physical activities during the year.
- The Year 10 High Performance class was limited during the year regarding excursions they would normally attend, but in Term 4 were able to take part in a 3-on-3 basketball tournament hosted by School Sport at Lightsview Community Sports Centre. This new hub is equipped with built-in cameras from a range of angles on each of its courts, allowing access to video in real-time for feedback and analysis. The girls were able to play a number of schools and then compare data measures to when they played a 5-on-5 match back at our School. They made evaluations on the equitable nature of 3-on-3 compared to 5-on-5 using the data collected.
- The Bronze Medallion continued in the Year 10 PE course. The girls worked well in preparation lessons before their practical examination. This badge allows the girls to work with our junior swimmers during their sessions into the future, along with assisting in gaining part-time, aquatic-based positions whilst in Senior School or during tertiary studies.
- The Year 8 Health students were part of the Cross-Curricular Problem-Based Learning unit in conjunction with Science, Food and PE, where the focus was on the wide range of factors that come together to achieve 'Healthy Girls'. This program will look to be further developed in 2021 as the collaboration across faculty areas provides the students many avenues to come at a problem and look at solutions.
- PE Week was given a larger focus with a guest speaker and more activities for students to partake in.
- 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.
- UniSA connect alliance continues to be strong, although fewer practical activities were able to take place this year due to COVID.

Actions

- Improve students' physical literacy - greater scope for unstructured play at lunchtimes and outside of school.
- Evaluate data of skill/strength tests and look to adjust programs where appropriate.

- More House sport competitions during term/Home Group.
- Changes to trials for Swimming Carnival and Sports Day to improve pedagogy.
- Greater role of SPGS at SACE Board for curriculum and implementation development.
- Development of resources and student assessment in new SACE PE course.
- Ensure Certificate III in Sports Coaching in 2021 is a success and leads to greater numbers being able to mentor as well as having well-developed coaching skills.
- Build enjoyment of running and strength; strength and conditioning for others apart from rowers.
- Greater technology built into the Gym with interactive board and camera placement providing ease in accessing data for analysis
- All HPE staff to be 'master coaches' in their co-curricular area to support Old Scholar/younger coaches.
- Develop HPE staff to be high level facilitators and able to provide staff development in specific focus areas.
- Build more alliances within the community.
- Develop role descriptions and follow through for Sports Captains.
- Improve staff physical literacy (part of wellness team for staff).

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	2020 Interactions	2019 Interactions	2018 Interactions	2017 Interactions	2016 Interactions	2015 Interactions
Digital Assignments	716,580	439,598	398,741	324,152	213,472	154,569
Wiki	265,282	170,541	220,521	180,072	143,180	133,493
Files	2,194,842	1,031,808	695,125	378,438	293,739	289,948
Grades	127,199	119,151	178,033	132,257	104,435	77,843
Quizzes/Surveys	101,756	78,489	37,104	39,132	27,928	38,581
Canvas Modules	171,007	140,168	122,682	102,308	60,547	35,888
Discussions	116,479	43,541	60,635	54,362	29,670	21,669

- The data shows 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 an increase of the pages feature as teachers expand upon their professional learning and build upon their existing course content to create a more user-friendly experience.
- The data illustrates a substantial increase in file-sharing and resource provisions. Staff continue building their resources using the Canvas system.
- The data shows a gradual build in Grades usage due to the refinement of assessments within each department to support the Continuous Reporting model.
- The data demonstrates the increase in use of Quizzes and Survey modules as this is part of developing dynamic student interactions using Canvas.

- The Discussions have been a real feature of professional development and have been well utilised as a part of the course builds to support the curriculum content.

There continues to be a review of the guidelines with the aim of increasing the course engagement throughout the LMS for the purpose of Continuous Reporting to parents and more dynamic content for students. Teachers and Heads of Department 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 Schools
 - Assignment Due Dates and Calendar Entries
 - eFolio Distribution (ELC - Year 2)
- ELC ran sessions with dynamic light projection projects to further increase class immersion and dynamic lesson interactivity.
 - Continued Professional Learning Programs developed and delivered to staff at faculty, small group and individual levels. Digital Literacies became a core focus for staff to complete at their own pace.
 - Continued development of the iChampions in Year 6 for STEM leadership throughout the Junior School. The group presented robotics and 3D printing initiatives to the junior primary students.
 - The Advanced Projects Staff and Student group continued to review technology direction, create focused funding models with regards to technology initiatives, and to review and progress school ICT strategic planning models.
 - The School's fortnightly video news service known as SaintsTV continued.
 - Continued support for the annual Girls in Tech Expo, with over 100 students from other schools attending.
 - Expanded the use of Stream through Teams to create a video sharing platform and developing live-streaming capabilities for remote learning and lesson materials.
 - Teams being utilised as a primary tool for online and remote learning. Recording lessons and using discussion lists to formalise lesson content in conjunction to the School's LMS Canvas.
 - The successful Learning Technologies program opportunity using Apple iPads for select Middle School staff run by Karen Pastro from Comp Now.
 - Continuing to advance the capabilities of the Maker Space, and repurposing specialty equipment throughout the School.
 - Continual development of modules for the online Digital Literacies program for all staff to complete within term timeframes.
 - Introduction of new staff member for the temporary relief role for the Junior School curriculum support.
 - Year 7 and 8 student tutorials and help files further developed for laptop release.
 - Years 4, 5 and 6 individual iPad program to be used.
 - Drone curriculum program advanced for Year 9 Digital Technology. Expanded to using 3D printing and Arduino programming.
 - Microsoft AI for Good State winners and placing 3rd in the Nationals.
 - Proposal for Year 10 Certificate III Screen and Media to begin in 2021.

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 2021.
- 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.

Another highly successful year with 91% of RP students achieving an 'A' Band result.

Extended Essay

- Archived previous course content in ManageBac including student work.
- Reviewed course content and updated Extended Essay Information Booklets for 2021.
- Regularly visited MYIB to gain updates, changes and latest information.
- Further developed and updated modules and resources for Canvas for 2021.
- 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.
- 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 2021 (i.e. number of staff required) and implications to teaching loads.
- Facilitated the CAS Tutor (Years 7 - 9) and Big Sister program (Reception – Year 6) through IB CAS Coordinators to support EAL/D students throughout the School or students in Middle School requiring support with Languages and Mathematics.
- Introduced EE Work Sessions (4 lesson block) in Term 1 and Term 2 to assist student progress and connection with Supervisors.
- Analysed results and provided feedback to Supervisors regarding assessment outcomes.

Overall, in terms of the bonus points for EE/TOK, the girls did exceedingly well with 81% earning 2+ points.

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 (RAP) and submitted for approval to the Narragunnawali authority.
- Developed and gained approval for an ELC Reconciliation Action Plan which sits beside the School RAP.
- Reconciliation as a daily practices continued to be explored and developed as part of the teaching pedagogy in the ELC through language, song and immersion in Kurna culture
- Confirmed involvement in the RAP team by staff, students, parents, Kurna representatives and the wider School community.
- Appointed student RAP Ambassadors for Middle School and Senior School, expanding current numbers from 8 to 14.
- Two inaugural Junior School Ambassadors appointed, adding further to RAP Ambassador numbers.
- Made connections with the local Kurna community and identified Aunty Rosemary Wanganeen as our School Aunty.
- Linked involvement and actions of this group directly to the Australian Curriculum Cross-Curriculum Priority: *Aboriginal and Torres Strait Islanders History and Cultures*. This was particularly evident in Humanities, English and Dance, and Junior School inquiry units.
- 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 student to nominate for the Aboriginal SACE Achievers.
- Fostered relationships with Kurna and Aboriginal elders and community members while building on the special relationship with Kurna elder Tamaru.
- Encouraged Year 9 Coordinators to incorporate 'Generation of Change' as part of the Pastoral Care Program for 2021.
- Celebrated National Reconciliation Week and NAIDOC Week through Special Assemblies and week-long activities.
- Managed the budget specific to RAP priorities, events and activities.
- Investigated making a formal School connection with an Aboriginal community, firstly through AISSA and then through local connections with the Point Pearce Community.
- Continued to develop age-appropriate Kurna acknowledgements within the ELC and the School community.
- Introduced cross-generational involvement through planned activities between RAP Ambassadors and ELC friends.
- Participated in the First Nation Bedtime Stories initiative with RAP Ambassadors leading this project in the ELC.

The growing ability of students to take leadership in reconciliation has meant a broader engagement with reconciliation by the whole School.

Tutor Program

Involvement by students in this program throughout 2020 increased despite restrictions on face-to-face access over several terms. The flexibility of tutors and the ease of transitioning into digital delivery meant the program was not impeded and students readily accessed support from tutors throughout the year.

Professional Development

These priorities align with the School's broader strategic priorities:

- Staff wellbeing
- Digital Literacies

- Innovative Learning Technologies program
- Lesson Study
- Promethean Boards refresher training
- Remote learning
- Introduction to Action Research
- Jacaranda training
- Learning Strategies updates
- Best practice in lesson observation processes
- NCCD evidence collection
- Junior School – THRASS
- Junior School – Reasoning
- Junior School – Mathematics
- First Aid

Again in 2020, 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

NOTE: The below camps and programs reflect the School's regular schedule; however, due to COVID-19, several of these activities had to be adapted or cancelled in 2020.

Junior School

Reception: 'Stay Back Late at School'

Year 1: 'Stay Back Late at School'

Year 2: 2 nights at Namu 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: 5 day camp (Robe)

Year 8: 5 day camp (Kangaroo Island)

Year 9: 5 day camp (Fleurieu Peninsula/Aquatics/Duke of Edinburgh Camp)

Year 9: 2 day Aquatics Camp

Year 10: 5 day camp (lower Flinders Ranges)

Year 11: 2 day Retreat at Glenhaven, Stockport

Year 12: 2 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 2020:

Choirs

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

Ensembles

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

Strings

Junior String Orchestra, Intermediate Strings, 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

APEX Club – media production, technology, eSports

Community Service

Thanks to the Community of the Sisters of the Church, we have a strong heritage of service and work for those less fortunate and those in need. The Senior School has formalised service learning partnerships with four charities, and fortunately, some work continued despite the impact of COVID-19.

Throughout Term 1, students and staff volunteered each Saturday evening at the Moore St Drop-In Centre. The centre provides a three-course meal for over 80 people, and the girls were involved in serving meals, talking with patrons and general cleaning duties. Furthermore, Selwyn House supports The Smith Family and students in Year 10 continued to take part in their reading program. This involved students providing weekly support to their student buddies via a phone call and reading session.

Patteson House changed charities this year from the Little Heroes Foundation to the Moore St Drop-In Centre. This change has provided the students with more opportunities to have face-to-face service opportunities as they help people in need in Adelaide.

Unfortunately, due to COVID-19, the girls were unable to participate in all other off-site service learning activities. However, money was raised through an annual House Charity Day.

Charities supported in 2020:

Kennion House– KickStart for Kids

Kilburn – Cancer Council

Selwyn – The Smith Family
Patteson – Moore St Drop-In Centre

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 Moore St Drop-In 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. (both trips cancelled in 2020 due to COVID)
House-based charity work including volunteering with KickStart for Kids.

Sport

The following table indicates the sports offered at St Peter's Girls' School (NB – sport offerings and times/days are subject to change).

	Term 1	Term 2	Term 3	Term 4
Reception	Kelly Sports (Mon) Tennis (Tue Lunch)	Kelly Sports (Mon) Soccer Skills (Tue)	Kelly Sports (Mon) Netball skills (Tue)	Kelly Sports (Mon) Tennis (Tue Lunch)
Year 1	Kelly Sports (Wed) Tennis (Mon Lunch)	Kelly Sports (Wed) Soccer Skills (Tue)	Kelly Sports (Wed) Netball skills (Tue)	Kelly Sports (Wed) Tennis (Mon Lunch)
Year 2	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)
Year 3	Tennis (Fri Lunch) Tennis (Wed am) Lacrosse skills (Thu) Teeball (Mon/Wed)	Hockey (Thu/Fri) Lacrosse (Thu/Sat) Netball Skills (Mon)	Netball (Mon/Wed) Lacrosse (Thu/Sat) Soccer (Thu/Fri) Aerobics (Fri)	Tennis (Beginners Fri am) Tennis (Fri Lunch) Teeball (Mon/Wed) AFL skills (Thu) Dance (Fri)
Year 4	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)
Year 5	Athletics/Cross Country (Tue & Thu am) Softball (Mon/Wed) Tennis (Wed am/Fri) Lacrosse skills (Thu)	Athletics/Cross Country (Tue & Thu am) Netball (Mon/Wed) Hockey (Thu/Fri) Lacrosse (Thu/Sat)	Athletics/Cross Country (Tue & Thu am) Basketball (Mon/Wed) Soccer (Thu/Fri) Lacrosse (Thu/Sat)	Athletics/Cross Country (Tue & Thu am) AFL modified (Mon/Wed) Tennis (Wed am/Fri) Tennis (Beginners Fri am) Volleyball (Thu/Fri)
Year 6	Athletics/Cross Country (Tue & Thu am) Softball (Mon/Wed) Tennis (Wed am/Fri) Lacrosse skills (Thu) Aerobics (Fri)	Athletics/Cross Country (Tue & Thu am) Netball (Mon/Wed) Hockey (Thu/Fri) Lacrosse (Thu/Sat) Aerobics (Fri + comp)	Athletics/Cross Country (Tue & Thu am) Basketball (Mon/Wed) Soccer (Thu/Fri) Lacrosse (Thu/Sat)	Athletics/Cross Country (Tue & Thu am) AFL modified (Mon/Wed) Tennis (Wed am/Fri) Tennis (Beginners Fri am) Volleyball (Thu/Fri) Water Polo skills (Tue)
Years 7 - 12	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)

The year 2020 will be remembered for a variety of reasons. Needless to say, we all faced a daunting period during the pandemic. It is a credit to staff, coaches and especially students for the way in which they adjusted and continued to train, prepare and then finally compete.

The first term started with the State Schools Triathlon event at West Lakes. Saints Girls again recorded success across our 8 teams that entered. In the individual State U15 championships, Alice Braithwaite won Gold, Daisy Braithwaite won Silver and Lady Murphy won a Bronze in the come-and-try division. In the teams' events, Alice and Daisy Braithwaite teamed with Georgina Wakeham to win Gold, and Matilda Braithwaite, Lily Rose Spartalis and Sophie Barr claimed Bronze in the Open age group.

At our Swimming Carnival, Kennion claimed the overall McGill Shield and 9 new records were set. From this, Saints selected an incredibly strong team which delivered outstanding performances at the Secondary Schools Swimming A Grade carnival, with Saints finishing 2nd, narrowly behind Seymour. Saints then rebounded to win the IGSSA Swimming Carnival for the fourth time in five years, claiming age group wins in U14 and U15 along the way.

Our annual Summer Intercol against Walford was split across Terms 1 and 4 due to the forced late cancellations, with Saints retaining the Rosser/MacDonald trophy thanks to wins in Tennis, Volleyball and Water Polo, and Walford claiming Basketball and Rowing.

A modified Head of the River, held on an early and cold Monday morning with no spectators, saw Saints finish 3rd in a Rowing season cut short due to the year's biggest event, the pandemic. A fortnight earlier, various Saints' crews dominated the State Championships in an unprecedented display, winning 5 titles.

Aerobics continued to flourish despite the difficult year. Saints entered 3 teams into a virtual State event, claiming Gold and Bronze. The winning team then progressed to a National event where scores were judged against similar teams interstate, with Saints recording the highest overall score. Hopefully next year, the program can return and the teams can aim to qualify for and attend the National Championships.

After inter-school sport was cancelled in Term 2, it was a great chance for teams and coaches to have plenty of time to work on additional skills under some strict guidelines.

In Term 3, the Winter season finally got underway with the pre-season Hockey match against Trinity College, which Saints won 2-1. This was the start of a fantastic run for the team who topped the ladder to claim the Hockey B Grade title and also went through the season undefeated.

Other highlights included our U13 Lacrosse team's undefeated season, culminating in the Division 2 title with a great victory over North Adelaide in the final, and the success of our Badminton program with the A Grade winning the IGSSA Shield for the 7th time in 11 years.

For the first time, Saints Girls entered the SAAS Cross Country event which saw a range of races hosted by a number of schools, concluding with a relay event hosted by Mercedes College. Saints dominated each of the 5 rounds and were awarded champions in both the Middle and Primary divisions.

Changes were required this year for the annual Winter Interhouse, starting with the Soccer on Wednesday which saw Patteson win the shield. Cross Country was spread across lessons throughout the week, with Kennion claiming the overall points victory. This was followed by Aussie Rules after school on the Friday which highlighted the House spirit and enthusiasm, and resulted in Kilburn picking up their first Aussie Rules shield. Saturday morning rounded out the fixtures, with Patteson claiming the Badminton and Hockey shields, and Kennion proving too strong in Netball.

The Winter Intercol with Walford was extremely close but Saints prevailed and retained the Fenner/Whittington Trophy. Locked at two sports each with Walford having won Aussie Rules and Soccer, and Saints claiming Badminton and Netball, our girls took out the Hockey to ensure the trophy stayed at Saints.

Sports Day was at risk of not proceeding due to COVID, and again, the threat of bad weather didn't eventuate. An amazing 23 new records were achieved, highlighting the success of athletics within our School, but also with the large number of girls now competing regularly at club level. Selwyn again proved too strong, winning the overall Page Shield for the sixth year in a row.

Sports Day was followed soon after by the IGSSA Athletics Carnival where Saints showed enormous determination against rival schools. Following wins in the U13 and Open divisions and impressive performances in the final relays, Saints Girls defeated Immanuel by a single point, securing the overall Athletics shield for the fifth year running.

In a fitting end to a busy Term 3, the Summer Interhouse was held on the last day of term. Kennion came from 4th to 1st to claim the Touch Football shield, Patteson dominated both Basketball and Volleyball, and Kilburn produced a major upset to win Tennis.

To round out the year, our Water Polo players ended the season as Premiers in 3 of our 5 teams, taking top honours in Open A, Open C and the Year 7/8 A.

Total IGSSA pennants/shields (including age wins at Athletics and Swimming):

- 1) Immanuel – 9
- 2) Saints Girls – 7
- 3) Pembroke & Westminster – 6
- 4) Wilderness – 4
- 5) Scotch – 3
- 6) Seymour & Concordia – 2
- 7) Walford – 1
- 8) Pulteney – 0

Results

Aerobics

- 1 State Champion team and 1 Bronze Medal
- National Champions – Years 7 - 10 Secondary

Athletics

- IGSSA – Winners of U13, Open and Overall Champions (5th year in a row)
- Sports Day winners – Selwyn

Aussie Rules

- Open – 11th
- Middle – 8th
- Interhouse winners – Kilburn

Badminton

- A Grade – Champions (7th time in 11 years)
- B Grade – 3rd
- Interhouse winners – Patteson

Basketball

- Open B – 6th
- Middle A – 6th
- Interhouse winners – Patteson

Cross Country

- SAAS – Middle - Champions
- SAAS – Primary - Champions
- Interhouse winners – Kennion

Cycling

- Overall School Champion Team

Hockey

- Open B – Champions (undefeated season)
- Interhouse winners – Patteson

Lacrosse

- U13 – Division 2 Champions (undefeated season)

Netball

- Open A – 6th
- Open B – 5th
- Year 10A – 5th
- Year 9A – equal 2nd
- Year 8A – equal 3rd
- Year 7A – 6th
- Interhouse winners – Kennion

Rowing

- Head of the River – 1st VIII - 3rd
- Schools Premiership Series – 5th
- State Championships – 5 titles - SG8+, SG4+, U19 W8+, U19 W4+, U19 W2

Soccer

- Open A – 8th
- Open B – 10th
- Middle A – 4th
- Interhouse winners – Patteson

Swimming

- SSSSA A Grade – 2nd
- IGGSA – U14, U15 and Overall Champions (4th time in 5 years)
- Swimming Carnival winners – Kennion

Tennis

- Open A – 4th
- Open B – 3rd
- Interhouse winners – Kilburn

Triathlon

- Senior Girls – Bronze
- Junior Girls – Gold (State Champions)

Touch Football

- Open A – 4th
- Open B – 4th
- Open C1 – 5th
- Middle A – 3rd
- Middle B – 5th
- Middle C – 4th
- Interhouse winners – Kennion

Volleyball

- Open A – 2nd
- Open B – 2nd
- Middle A – 7th
- Interhouse winners – Patteson

Water Polo

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

da Vinci Decathlon

Unfortunately, due to COVID, the da Vinci Decathlon was cancelled in 2020.

Philosophy and Ethics

Our Philosophy and Ethics teams enjoyed another year of outstanding results, despite the alteration of events resulting from COVID.

Public Speaking and Debating

Due to COVID, all major public speaking competitions were cancelled. Students were encouraged to continue to develop their skills in classroom opportunities.

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 whole-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, Music, 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, Club Captains and Sport Captains.

Staffing

The staff at St Peter's Girls' School include a mix of experienced and highly qualified 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, year level representatives, Friends of The Arts, Saints Sport Support Group, the Friends of the ELC and Friends of Rowing.

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 and aspects of this were reviewed at the end of 2020. 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, interhouse activities 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 Heads of Sub-Schools and Home Group teachers to plan and deliver age-appropriate programs.

From Year 7 to Year 8, students change Home Groups to enable them to collaborate with a wide range of students within their year group. The Home Group teachers are carefully selected from staff with an interest in early adolescent learning, and as well as delivering expert pastoral care, they also teach their Home Group their specialist subject, thereby increasing their knowledge of their students.

2020 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 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.

In 2020, the program underwent evaluation and results were compared with baseline data collected in 2017. Results demonstrated improvement in knowledge and understanding in topics including stress management, time management, sleep, confidence and friendship skills.

Camps and retreats also comprise a significant part of the Senior School wellbeing program. Year 10 students embark on a week-long Outdoor Education experience in the Flinders Ranges. 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 2020, 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' magazine. 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 with like-minded individuals.

Business Directory

In 2020, 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 fundraising efforts each year. At the end of 2020, we were advertising over 55 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

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 2020 supported needs in the yearly operating budget. One of the Foundation's largest sources of annual donations is our Building Fund campaign. In 2020, 210 families added a contribution when paying school fees, making a vital difference to the School. Our Building Fund donations go directly to our School's Master Plan and other building projects.

Foundation Annual Appeal

In 2020, we appreciated that not everyone would be in a position to donate, especially given the devastating impact of the bushfires earlier in the year and the coronavirus pandemic that was affecting all of us in various ways through the year. For this reason, the School decided against distributing a community-wide annual appeal in 2020. We did directly contact those who had generously given to the Foundation's annual appeal at tax time in the past and invited them to donate again if they wished. Through the generosity of our community members, a significant amount was raised which contributed to our Building Fund. This will ensure St Peter's Girls continues to provide the best possible opportunities for our remarkable young women, now and into the future.

2020 Foundation Long Lunch

The third edition of our Foundation Long Lunch was held on Sunday 20 September 2020. This event was again a stunning community success. We were very fortunate to offer sensational South Australian weather, food, refreshments and entertainment for our 200 guests, sponsors, volunteers and staff in our stunning surrounds at Stonyfell. We were very fortunate to have community members and current parents Paul Baker (Chefs on Wheels) and Emma Bradshaw (Rustic Gourmet) as our head chefs. Paul was also our Master of Ceremonies for the event, and we also had 15+ Old Scholars serving on the day, as well as a number of parents, suppliers and other community members. We received plenty of positive feedback and appreciation from those who attended this sold-out event. In 2020, we raised more than \$90,000, with the proceeds to support our Foundation's Building Fund.

The Sisters' 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 campaign. This 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. In 2020-2021, over 20 donors gave to this appeal and in excess of \$50,000 in value was contributed. In the first year, funds raised contributed to our new Science Centre.

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 16 November 2020, Scholastic Society members and past members of the Board of Governors were invited to a function hosted by Principal Julia Shea which took place on the rooftop of our new Science Centre.

On 22 October 2020, treasured Old Scholar Marjorie Ellen Whincup (nee Adam, Kilburn 1949) passed away peacefully, aged 90. The School would like to acknowledge Marjorie's bequest to the St Peter's Girls' Foundation.

Parents' and Friends' Association

Although 2020 was not without its challenges, the School community still came together to support the Parents' & Friends' Association events. Our annual 'Welcome Drinks on The Lawns' is always a great event to start the year. It was fantastic to see so many new parents joining our wonderful Saints Girls' community and also the returning parents out in force enjoying the celebration with food, refreshments and the opportunity to meet and chat with teachers. Due to COVID, our School fair, 'The Garden of Sainly Delights', was unable to return in March 2020 as planned. In addition, the June Christmas-themed trivia night 'Quizmas' was also impacted by COVID restrictions as well. Fortunately, we were still able to run the Mother's and Father's Day Stalls virtually, with a range of gifts to purchase online. The highlight of the year was the inaugural P&F Family Day held in October on our beautiful Chiverton Lawns. On the day, staff conducted tours of the new Media Hub which were popular with attendees. Many parents took the opportunity to experience and learn more about this state-of-the-art facility. In November, we held our P&F AGM, this year with an added bonus of enjoying some light refreshments on the Science Centre rooftop. At this event, the P&F presented Principal Julia Shea with a cheque for \$40,000 to go towards the new Media Hub fit-out. This was a combination of the P&F's fundraising efforts from 2019 to 2020, including the continuing partnerships with The Athlete's Foot Burnside and the Entertainment Membership. Thank you to the members of the outgoing executive committee for their amazing support and contributions – President: Bronwyn Bartter; Vice President: Neil Pahuja; Treasurer: Maria Caruso; Secretary: Danielle Palmieri.

Friends of The Arts

Like all the community groups, the Friends of The Arts (FOA) had to constantly adapt to an ever-changing environment due to COVID. Despite unforeseen changes and uncertainty, Saints Girls provided ongoing support and alternative learning opportunities for our girls across all areas, including The Arts. In a year where community events were scarce, the girls still managed to showcase their talents through alternative platforms. Term 1 did begin in a relatively normal manner. The annual Music Camp was held at Ardrossan and was a huge success. The girls love this event and this year saw our largest group of girls in attendance. The staff and girls worked diligently over a few days to learn new pieces for the Saturday afternoon concert. FOA support involved a small group of mums working tirelessly to ensure all meals were prepared and that the girls and staff were fed. It was also an event that the local Ardrossan community attended and enjoyed. Ongoing and varying restrictions for the remainder of the year meant that some events were cancelled, but the majority were still able to go ahead, and some were live-streamed. Live audience events had social distancing restrictions and these included the Senior Drama Production, SACE Dance, SACE Music Concert, Strings Concert, Year 9 Arts Night and the Year 5 Production – *Matilda JR*. Other events such as the Presentation Assembly and Carols Service were live-streamed for families. Although parents and family members could not attend some events, everyone was extremely grateful that the girls' amazing achievements could still be celebrated. In 2020, the FOA also supported our girls by selling refreshments and snacks at Arts events. All money raised by the FOA goes directly back into The Arts within the School. Given limited audience numbers at events, FOA still managed to raise further funds to purchase equipment for our musicians, performers and artists. In 2020, FOA purchased 25 yoga mats and kneepads for Dance students, and microphones and microphone belts for Performing Arts students. They also assisted with funds for the Enchante choir recording and the purchase of two professional model Yamaha pianos.

Friends of the ELC

The Friends of the ELC planned a year full of events to bring the community together. This commenced in February with a Welcome Morning Tea on Chiverton Lawns which was extremely well-attended and was followed in early March by a Twilight Picnic. Unfortunately, COVID-19 impacted many of our events from then on, but the group orchestrated other events to stay connected. One of the favourites was the coffee van parked on Hallett Road to welcome families at drop-off. The group also worked behind the scenes to ensure the children had some new additions to their play space. The canoe and Wodli, made by our friends from the Kaurna community, were donated by the Friends of the ELC and were placed in the Hallett Garden. In spring, the ELC held a Songs in the Park event where the Friends of the ELC hosted morning tea for all of the families who gathered in Ferguson Park on a Saturday to share joy with staff, children and families through song. Despite the challenges, our sense of community remained strong.

Saints Sport Support Group

The Saints Sports Support Group has a clear vision for supporting sport in our School. The SSSG aims to increase student involvement in all sporting pursuits, whether it be as a participant, a coach, a mentor or as an official. Unfortunately, the vision for 2020 was significantly affected by COVID-19 and our fundraising initiatives were limited. The SSSG worked diligently and quickly to source the best prizes for the Sports Day raffle. They continued sales of the House water bottles, wristbands and House-coloured baseball caps, which led to Kilburn House selling out of their hats first. The other successful fundraising event was the R - 3 Sports Morning, where SSSG unveiled their 'House Deal', which included a House-coloured hat, wristband and drink bottle. It was fantastic to see how well these sold and how they added a little extra House colour to the morning. The SSSG's aim is to fundraise to enable our girls to attend coaching courses across all sports, and the opportunity for Year 10 students to complete the Royal Lifesaving Bronze Medallion on an annual basis. The group continued to recognise the many girls who coached or mentored in 2020 by contributing to the School's Sports Awards. At the end of the year, the SSSG specially acknowledged outgoing Director of Sport Neil Fuller for his ongoing support of and contribution to sport at the School.

Friends of Rowing

The 2019/2020 season was definitely our strongest yet, under the stewardship of our new Rowing Director, Brynley Milward. The opening of the season was held with a new format, where the BBQ on Chiverton Lawns was held on a Sunday afternoon. This was well-attended, with an eagerness to get the season underway, and another successful afternoon of friend-raising and fundraising. The rowers enjoyed a change of venue for the October Rowing Camp, which was held at Mannum Riverside Caravan Park. The January Rowing Camp was back to Avoca Dell, Murray Bridge. After the success of their picnic-style Head of the River last season, Friends of Rowing continued to encourage families to 'bring a plate' to share at regattas. This was certainly the case with many families attending the first regatta at Murray Bridge. A highlight of the season was our return to Renmark after a few years' absence. This was a fun weekend, greatly enjoyed by the parents, especially the Saturday night dinner on the deck at the Renmark Club. Friends of Rowing continued to build on their fundraising efforts with another Bunnings sausage sizzle in September. Their major fundraiser was the FOR inaugural Bingo Night on Saturday 29 February. The night was a huge success with over 120 people from across the School community attending, enjoying a fun night of bingo and a silent auction. Friends of Rowing were very fortunate to hold their fundraising event early in the year. The group was unable to hold their annual Bake Sale at the Garden of Sainly Delights due to COVID. The Head of the River will certainly go down in the books as the most unique staging of this event. A group of passionate and very determined people worked behind the scenes to make sure that the Senior Rowers could compete despite the restrictions. The annual 1st VIII race took place on the Monday morning and with no spectators. Saints Girls placed 3rd, which is our best Head of the River result to date.

Former Staff

Former Staff 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 are their focus. Each year, the group maintains contact with some 300 former staff members. In 2020, their annual catch up was held in the Arts Centre foyer in October and included a School Tour and canapes. Around 35 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.

School Archivist

The School Museum/Archive is an important link for Old Scholars, current students and staff to learn about the history of our School and its traditions. Preservation of School documents and memorabilia relating to our School's 126 years of history is essential and ongoing.

At the start of the year, various Honour Boards were updated. General archiving work such as accessioning, cataloguing, filing and updating databases recommenced. A database containing details of School cups, trophies and shields was initiated. When COVID restrictions came into place, the School Archivist started the process of digitising the School Magazines (from 1914) and this project was completed during the year. Other historical documents such as the Old Scholars' Magazines were also digitised.

Through the year, research was carried out in response to queries from the Community Relations Office, the School community and others. Articles were written for the two 2020 Saints Alive editions, and proofing was performed on these editions and on the School Yearbook, in addition to various Community Relations documents.

In the latter part of the year, lessons about our School's history were provided to various Junior School classes visiting the Museum, and old class lists and archival documents were searched through to provide material for Old Scholar Reunions to take place in 2021.

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 66 new Old Scholars to the OSA community in 2020.

St Peter's Girls continues to provide opportunities and events for its members to reconnect with each other and the School. In 2020, key events included an Old Scholars' Academic Excellence Assembly where we welcomed back our newest Old Scholars to honour our 2019 SACE and IB Merit recipients. Special thanks to Old Scholar and Dux of 2014 Lauren Simpson (Kilburn 2014) who presented an engaging and inspiring speech as well as certificates to our award winners.

Due to COVID, a number of traditional annual events were postponed or cancelled. St Peterstide was celebrated in November at a Twilight Tour and Cocktail Evening which was the official reunion event for over 100 guests. Other key events included the Morning Tea for Old Scholar Mums and Grandmothers in March, as well as the OSA AGM and Year Leaders' Event, and A Touch of Blue evening for our younger Old Scholars from alumni 2016 - 2019 staged in October. The Perth Reunion was held in October at the Millpoint Caffe Bookshop and the Canberra Reunion was held in November at the Southern Cross Yacht Club.

In 2020, 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.

The Old Scholar Tutor Program was provided again in 2020, with 10 tutors offering valuable learning support to our middle and senior students.

The OSA provided its annual Scholarship to a student entering our School in Year 6 who has proven all-round ability and a connection to Saints Girls through a family member having attended the School in the past.

The Light Lunch Club, 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 2020 was 'Women in Medicine'.

Our regular first event for the year, a Chapel Service and Light Lunch, was cancelled due to COVID. However, in

October, the Friends of the Founders hosted a morning tea on Chiverton Lawns. The guest speaker was Old Scholar Kate Lynch (nee Williamson, Kennion 1991), who talked about her journey as a doctor.

In 2020, the Friends of the Founders' Committee met twice instead of the usual four times. Former staff member and Old Scholar Cassandra Moore (nee Jewell, Patteson 1978) was elected as Chair when Di Nicholls stepped down.

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 2020 ranged from Diplomas to Master's degrees:

Qualification	Teaching Staff
Master's Degree	16
Double Degree	9
Degree	24
Degree and additional qualifications	30
Diploma	7

Professional Development

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

Retention Rates of Staff

4.5 FTE (6%) of staff left at the end of 2020.

The total of teaching staff was 74.41 FTE; therefore, we retained 94%.

3. WORKFORCE COMPOSITION

In 2020, the workforce at St Peter's Girls' School consisted of:

Secondary Teachers	49.20
Junior Teachers	25.21
ESOs/Administration	41.96
Maintenance Staff	5.60
	121.97

This number is FTE not the number of employees. There are a number of part-time positions within the School. In 2020, there were 0 indigenous employees.

4. STUDENT ATTENDANCE

The attendance rate for the 2020 school year for each year level is as follows:

Year Level	Attendance rate per year level
Reception	94%
Year 1	96%
Year 2	94%
Year 3	93%
Year 4	96%
Year 5	95%
Year 6	95%
Year 7	95%
Year 8	97%
Year 9	96%
Year 10	94%
Year 11	95%
Year 12	97%

Term	Attendance rate per term
Term 1	93%
Term 2	97%
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 the student's name, the Front Office Receptionist will ring the family to inquire about the reason for absence or the whereabouts of the student. In 2020, attendance was impacted by COVID; the School maintained attendance records for remote online learners.

Students who arrive after the first bell are required to report to the Front Office and sign in. Reasons for non-attendance are predominantly for sickness, medical reasons, appointments or any explained absence given by a parent.

Absences due to holidays during term time are recorded as absences of unapproved leave even though their non-attendance is explained.

Students who are on a school-related event (e.g. sport, work experience, school trip, camp), are not recorded as absent.

5. SENIOR SECONDARY OUTCOMES

STUDENT OUTCOMES – Senior

- Top ATAR 99.55
- 43% of students achieved an ATAR of 95+
- 73% of SACE Stage 2 grades in the 'A' band
- Median ATAR 94.05
- 63% of IB subject grades either 6 or 7
- 43 Merit Awards

STUDENT OUTCOMES – NAPLAN Tests

Owing to COVID-19, NAPLAN tests were cancelled in 2020

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.

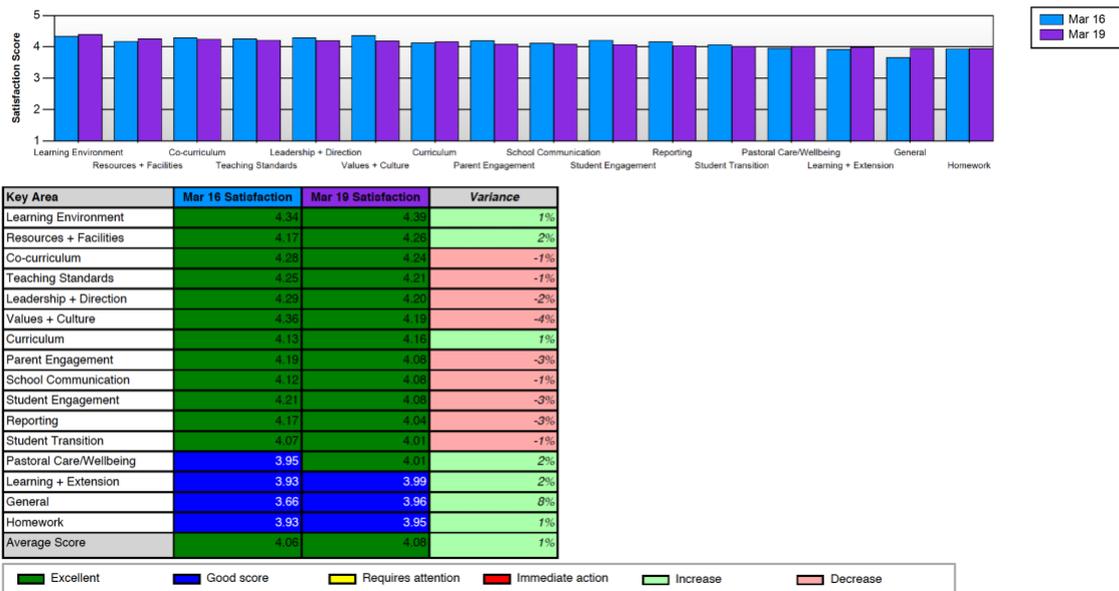
To complement all of this, our communications across digital and print have been boosted to ensure parents can share in our girls' success and other exciting developments. A highlight has been the introduction of regular videos and dynamic photography on our Facebook, Instagram and LinkedIn accounts, 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 (segmented below) 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.

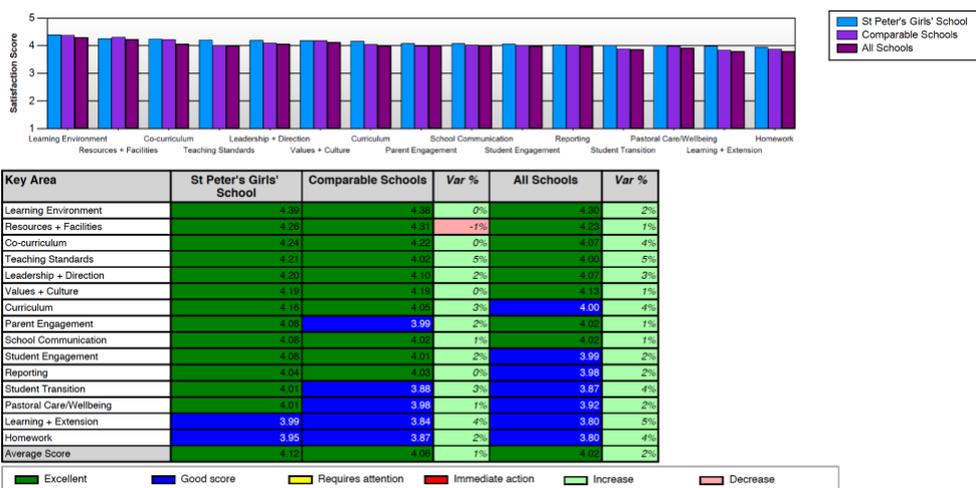
Results from the parent survey included:

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. As highlighted earlier, in 2020, the program underwent evaluation and results were compared with the baseline data from 2017. Results demonstrated improvement in knowledge and understanding in topics including stress management, time management, sleep, confidence and friendship skills.

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. In 2020, extensive research, planning and consultation took place for the School's new career education program to be launched in 2021.

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.

As also highlighted earlier, in 2020, the School provided the Middle and Senior School girls with the opportunity to give their teachers formal survey feedback. The students responded to statements about different aspects of their learning, from their engagement levels, to clarity of assessment instructions, to quick recaps at the end of lessons. These surveys were rolled out in Terms 2 and 4, and we plan to use similar surveys at different points through 2021, perhaps adjusting some of the focus areas so that the surveys remain fresh and dynamic. The students' feedback was thoughtful and authentic, and the teachers have been encouraged to consider their feedback when formulating their goals for 2021.

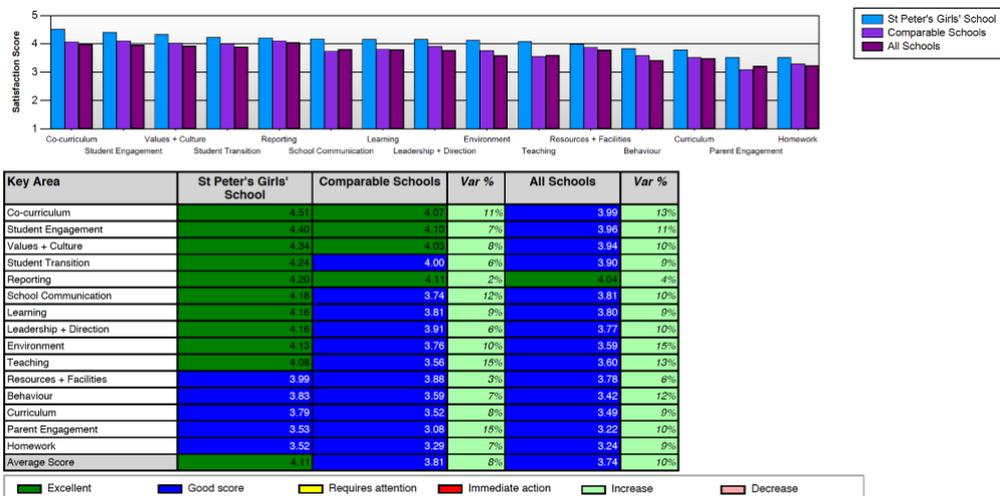
Results from the 2019 student survey included:

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 and administration employees is a testament to the positive working environment we have created and continue to nurture.

This is being further enhanced through additional staff wellness initiatives including staff lunches.

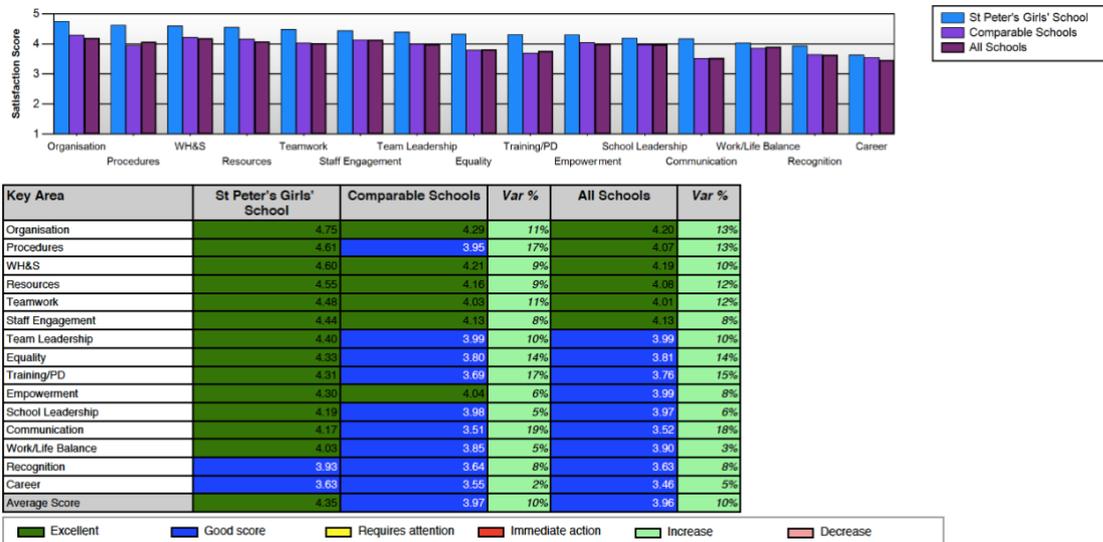
Results from the 2019 staff survey included:

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

Satisfaction Ratings with 2016 Comparison



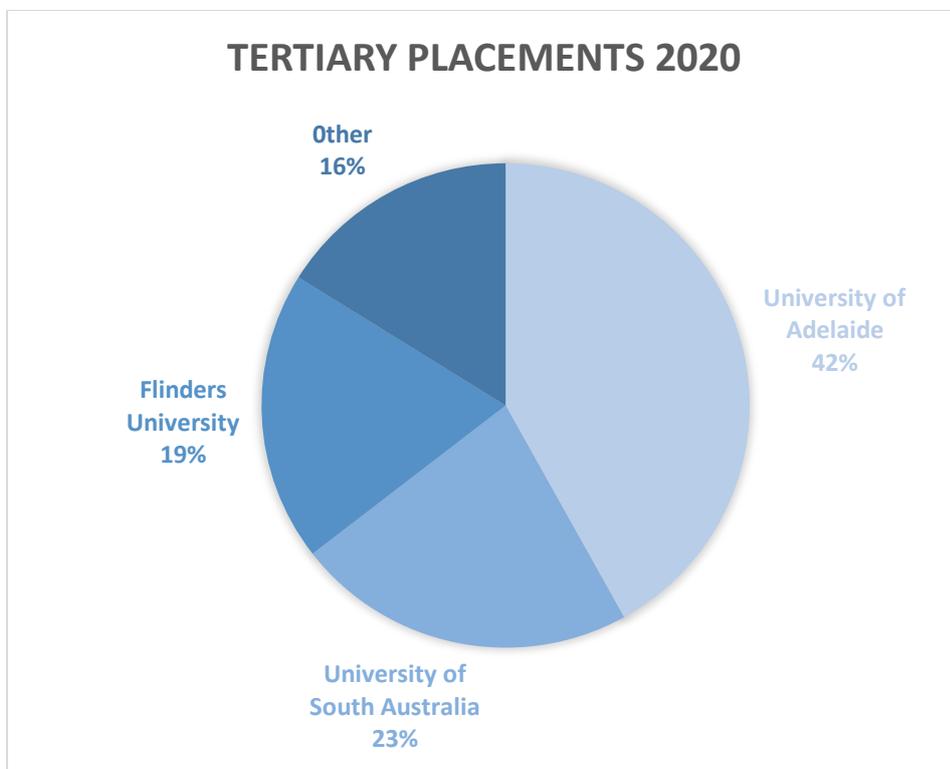
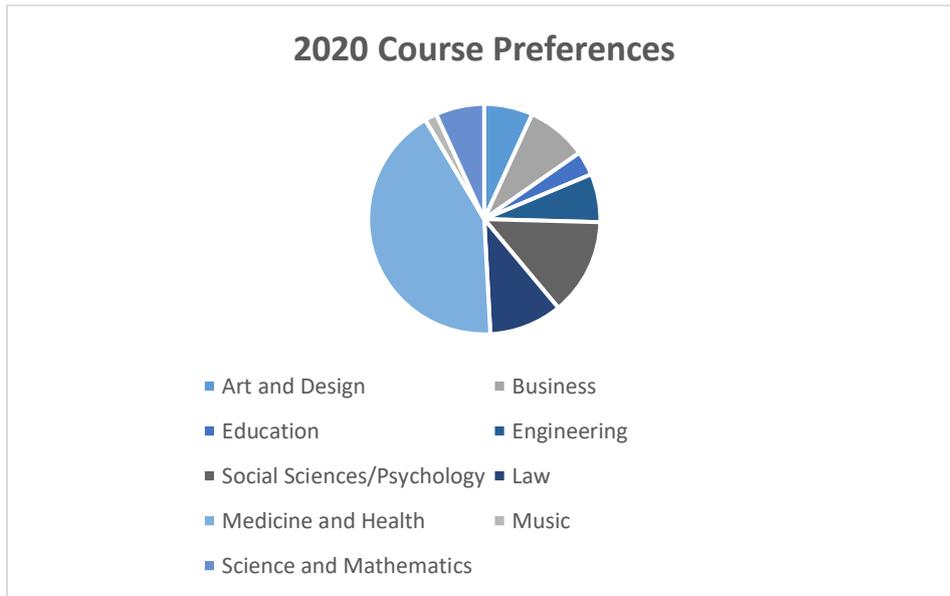
Comparison with Other Schools



7. POST-SCHOOL DESTINATIONS

In 2020, 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 ventured further afield and were successful in securing places at the University of Melbourne, the University of Sydney and James Cook University.

SATAC offers by institution are displayed below, 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	14,635,711	67.0%
State Grant	1,120,159	5.1%
Commonwealth Grant	4,155,352	19.0%
Donations	93,687	0.4%
Other	1,846,637	8.5%
Total	21,851,546	100.0%