



## 2017 SCHOOL PERFORMANCE REPORT

As part of our funding agreement with the Australian Government, we are required to ensure that specific “School Performance Information” is made publicly available to the school community. This information has been provided to the school community throughout the year in other forms such as newsletters, the website and *The Eagle*. What follows is a collated version of this information under the headings specified by the Australian Government. The information relates to the 2017 school year and expands on the information provided on the Commonwealth Government’s *My School* website.

### Section 1: Contextual Information about the School, including Characteristics of the Student Body

St John’s Grammar School is a co-educational dynamic, independent E-12 day school affiliated with the Anglican Church of Australia and is committed to a high quality, broad education in a caring Christian environment.

An Early Learning Centre, Junior, Middle and Senior Schools are located on three purpose-built campuses set in a picturesque, hills bushland setting at Belair only 20 minutes from the CBD of Adelaide. The Secondary Campus consists of a Middle School and Senior School. Each of these stages of schooling is led by a Head of School who is focused on meeting the developmental needs at that particular stage of schooling.

St John's Grammar School is committed to assisting students to Learn to Soar and has developed a school-wide Soaring pedagogy that includes social, authentic, reflective, independent and generative learning. The current school improvement focus is developing student agency as student outcomes are improved when student agency is high.

There are Extension and Learning Support programs for students with special learning needs. In addition, School Chaplains, a comprehensive Wellbeing program, provide social and emotional support and Secondary students have access to the services of a range of pastoral leaders.

We see it as fundamentally important for our students to be involved in a wide range of activities, as capabilities do not only grow from academic endeavours. Our co-curricular program is a part of our commitment to developing the wider skill base and learning of our students, widening their perspective and encouraging teamwork, confidence, positive personal interests, initiative and leadership. There are a large number of options for students across many fields and encouragement for them to initiate student led clubs. Students thrive in our caring environment.

We are committed to preparing students to play a constructive and contributing role in an ever-changing society and the wider world, and are well known for the strength of our partnerships between staff, students, parents and community.



## SECTION 2: TEACHER STANDARDS AND QUALIFICATIONS

37 Teachers at St John's Grammar School hold a Master's Degree and 22 have three or more tertiary qualifications. There are a number of teachers who are nearing completion of a Master's Degree that is being delivered by Flinders University on site at St John's Grammar School.

All Graduate Teachers at St John's Grammar School are assessed against the Proficient Career Stage of the AITSL National Professional Standards for Teachers in the transition to full teacher registration.

Proficient teachers meet the requirements for full registration through demonstrating achievement of the seven Standards at this level.

These teachers create effective teaching and learning experiences for their students. They know the unique backgrounds of their students and adjust their teaching to meet their individual needs and diverse cultural, social and linguistic characteristics. They develop safe, positive and productive learning environments where all students are encouraged to participate.

They design and implement engaging teaching programs that meet curriculum, assessment and reporting requirements. They use feedback and assessment to analyse and support their students' knowledge and understanding. Proficient teachers use a range of sources, including student results, to evaluate their teaching and to adjust their programs to better meet student needs.

Proficient teachers are active participants in their profession, with advice from colleagues, identify, plan, and evaluate their own professional learning needs.

Proficient teachers are team members. They work collaboratively with colleagues; they seek out and are responsive to advice about educational issues affecting their teaching practice. They communicate effectively with their students, colleagues, parents/carers and community members. They behave professionally and ethically in all forums.

At St John's Grammar School, there were two Graduate Teachers who were nearing completing the 200 minimum days of teaching required and then completion of the assessment process required for gaining full Teacher Registration and the required Proficient Career Stage.

Step 11 is available to teachers who have completed at least one year at Step 10. Teachers apply for assessment internally, against the Highly Accomplished Teachers Standard. In 2017, there were 7 teachers with Step 11 status.

At Census time in 2017, there were 66.3 full time equivalent teaching staff members employed at the school. Prior to the commencement of 2017, 8 teachers left the permanent staff of 66.3 FTE (84 actual people), giving a turnover rate of 9.5% and a retention rate of 90.5%.

### Section 3: Workforce composition, including indigenous composition

The workforce at St John's Grammar School in October 2016 consisted of:

44.85FTE	Secondary School Teachers
21.45FTE	Junior School Teachers (Includes Year 7 teachers)
28FTE	Aides/Administration Staff
1	Maintenance staff
<b>99.3FTE Total</b>	

*This number is FTE, not the number of employees. There are some part-time positions within the school.*

There are no Indigenous employees.

## **SECTION 4: STUDENT ATTENDANCE**

The percentage figure for the average student attendance rate shows the proportion of days that each student, on average, attended school over the whole year. In 2017, the average student attendance rate was 92.07%. This figure is obtained during our data collection period in Term 3, 2017.

The rates of attendance at each year level were:

Year 1	89.31%
Year 2	90.93%
Year 3	90.75%
Year 4	93.00%
Year 5	93.87%
Year 6	94.14%
Year 7	91.74%
Year 8	93.26%
Year 9	91.06%
Year 10	92.66%

Year 11 and 12 data is not reported due to the different nature of their SACE studies, VET Courses and study lessons. All non-attendance must be explained by parents. If the parent has not contacted the school to explain the reason for an absence, the school telephones the parent to discuss. Meetings with parents to negotiate ways to minimise the impact on learning and to facilitate a return to school, take place in situations where the absence is prolonged. In rare situations where a return to school cannot be negotiated, a report is made to the Student Attendance Counsellors at the Department of Education and Child Development.

## **SECTION 5: SENIOR SECONDARY OUTCOMES**

Of all Stage 1 results, 47.75% were As compared with the State achievement of 25.39% and 34.23% of results were Bs compared to the State achievement of 34.45%. In summary 81.98% of all Stage 1 results were As and Bs. This is an outstanding achievement as numbers of Year 10 student results are included because they study some Stage 1 or Year 11 subjects. It is a usual pattern that numbers of students study above their Year level at St John's Grammar School.

Our Year 12 students have achieved exceptionally well. Our Dux this year is Stuart Henshall, who achieved 4 Merits for his studies in Chemistry, English Literary Studies Physics and Modern History. His ATAR was 99.80. Stuart has always been an exemplary student. Last year when he was in Year 11 he completed the Research Project, Stage 2 Biology and Stage 2 Maths Methods achieving an A and two A- grades.

20% of the cohort achieved an ATAR (Australian Tertiary Academic Ranking) of 95 or more and 35% achieved an ATAR of 90 or more. In addition the results of the remainder of the cohort are pleasing and in some cases higher than they dared to dream.

In total, 11 merits were achieved by eight students.

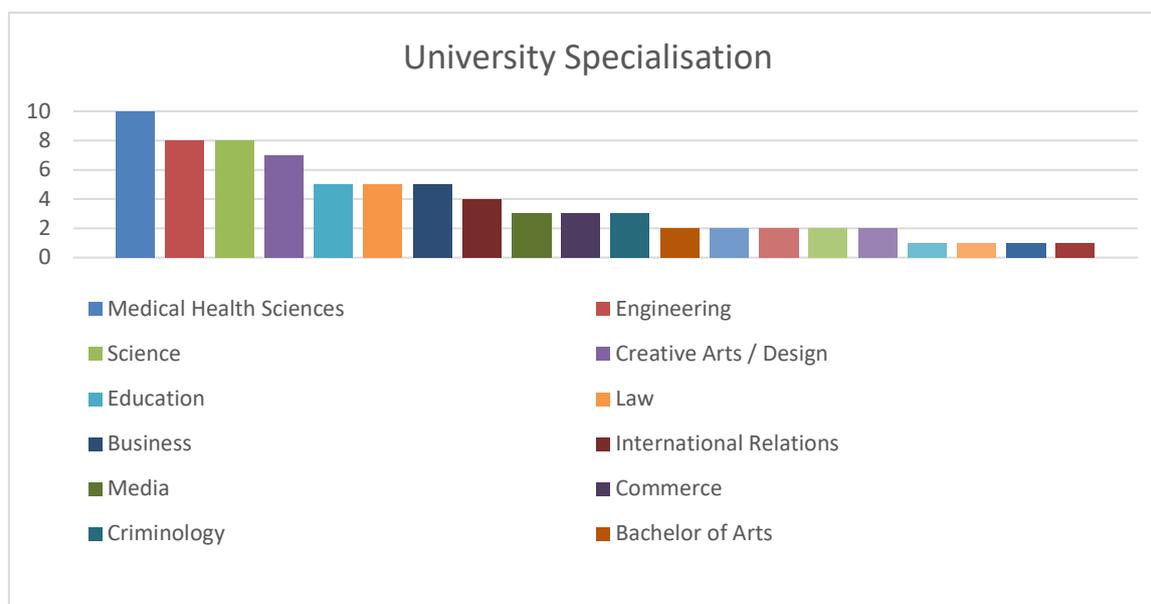
- Stuart Henshall (Chemistry, English Literary Studies, Physics and Modern History)
- Amy Booth (Biology)
- Elise Clements (Visual Arts - Art)

- Jessica Gower (Research Project B)
- Gregory Howlett (Chemistry)
- Lewis Lock-Weir (Research Project B)
- Mitchell Maros (Research Project B)
- Hannah Morgan (English)

## POST SCHOOL DESTINATIONS

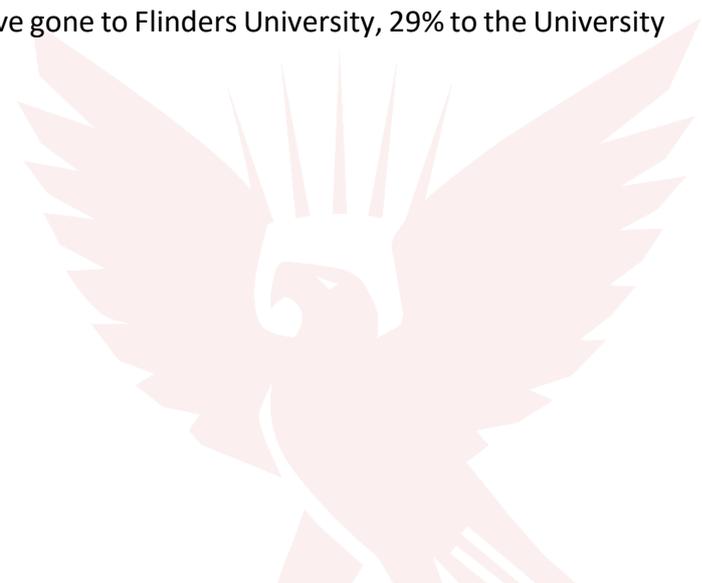
90 St John’s Grammar School students completed Year 12 in 2017 and of these, 79 students made applications through SATAC for university places in South Australia. Students also applied internationally, interstate, and directly to TAFE. Seventy-three students received course offers in SA, with the majority of students receiving offers for their first choices. Others, particularly the International students, are studying interstate. Many students are taking double, combined or Honours degrees.

Those who did not apply for tertiary programs are working, have gained apprenticeships and traineeships, or are taking a gap year, with the intention of applying for courses for 2019. Many of the students who did apply and received offers are also taking a gap year, working and/or travelling before starting their deferred courses.



As far as longitudinal trends are concerned, the most significant change in destinations over the years has been the move to Flinders University. In the first few years, our students were evenly divided between each of the three universities, and their choices have widened out to international and interstate destinations. Within SA this year, 50% have gone to Flinders University, 29% to the University of Adelaide and 21% to UniSA.

- 76% got offered their first preference
- 23% got offered their second preference
- 1% got offered his/her third preference



## SECTION 6: STUDENTS OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING

Each year, all students in Years 3, 5, 7 and 9 are required to sit Australia wide tests in Reading, Writing, Language Conventions (Spelling, Grammar and Punctuation) and Numeracy to establish the proportion of students achieving national benchmarks.

	Spelling				Grammar and Punctuation				Reading			
	2014	2015	2016	2017	2014	2015	2016	2017	2014	2015	2016	2017
<b>Y3</b>	100%	100%	100%	100%	100%	100%	95%	100%	100%	97%	98%	100%
<b>Y5</b>	96%	98%	100%	97%	93%	98%	100%	97%	95%	98%	98%	97%
<b>Y7</b>	95%	95%	97%	98%	95%	100%	100%	93%	100%	98%	99%	98%
<b>Y9</b>	98%	98%	97%	96%	100%	98%	98%	99%	97%	99%	95%	100%

	Writing				Numeracy			
	2014	2015	2016	2017	2014	2015	2016	2017
<b>Y3</b>	97%	100%	100%	100%	100%	97%	98%	100%
<b>Y5</b>	98%	98%	100%	100%	96%	95%	100%	95%
<b>Y7</b>	96%	98%	97%	96%	100%	98%	98%	100%
<b>Y9</b>	97%	96%	92%	90%	100%	100%	100%	100%

In all elements of the assessments, in 2017 the average for St John's Grammar School remains above the State average.

Of the small number of students who have achieved below one of the benchmarks, all are dealing with identified learning difficulties, most notably, but not only, dyslexia. These tests are used as diagnostic tests and identify children needing additional support.

## SECTION 7: PARENT, STUDENT AND TEACHER SATISFACTION

During 2016, St John's Grammar students, staff and parents undertook the Diagnostic Inventory of School Alignment (DISA) survey for the second time. Administration of the DISA survey was conducted

by the Australian College of Educational Research (ACER) with the final report being written by Associate Professor Dorothy Andrews of the University of Southern Queensland.

The survey measured:

- School successes and achievements
- Strategic foundations
- Community cohesiveness
- School-wide pedagogy development and deepening
- Generative resource design
- Holistic professional learning

We scored very highly in the original survey in 2011 with the comment that they had only seen data like this two or three times before. We were classed as being in the top 1% of schools.

Parents, staff, completed another identical survey and students late in Term 1 in 2016 and the results have generally improved further. The report summary was:

*“The school has much to celebrate in regards school outcomes and the factors that have contributed to this success. The professional and committed staff that together with the principal have created a safe and caring and academically successful environment for learning and enhancing student well-being.*

*The school strength in terms of its social and intellectual capital will enable sustainability of its successes as well as providing a foundation for addressing the challenges, especially in collaborative and collective responsibility for school planning; enhanced engagement of students in pedagogical improvement; and building on the agreed values to make explicit a clear vision for the next phase of the school’s development.”*

## **Recommendations**

The School community should take time to celebrate its significant achievement in its overall sustained successes. Such an achievement has been the result of a strong group of caring, committed professional teaching and administration staff.

The School should continue to build on these successes and ensure that processes for ongoing improvement enable this to happen.

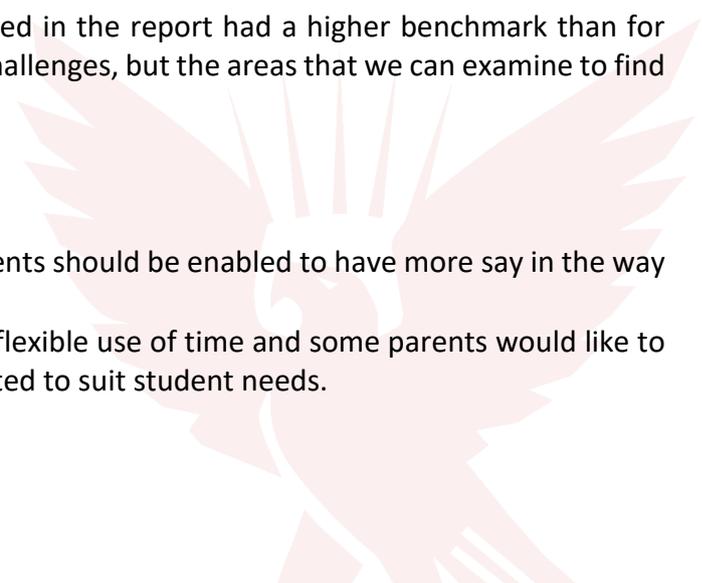
The challenges set out in this report by staff, parents and students need to be carefully considered by the professional community and agreed processes aligned with an agreed strategic vision be put in place to enable the community to move forward.

It is important to note that the challenges identified in the report had a higher benchmark than for other schools. In other words, they are not really challenges, but the areas that we can examine to find a focus for continued improvement.

The challenges identified were:

- Staff, students and parents agree that students should be enabled to have more say in the way their learning is conducted in the school.
- Parents and staff indicate a need for more flexible use of time and some parents would like to see what students learn changed and updated to suit student needs.

The school has responded by



- Making student agency the focus of our 2017 school improvement project.
- Exploring more flexible time suggestions with students, staff and parents.

