



ST JOHN'S
GRAMMAR

2022 School Performance

Report



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The mandated "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 the website, our InFlight magazine, Weekly Updates 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 2022 school year and expands on the information provided on the Commonwealth Government's My School website.



The St John's Spirit

St John's Grammar was founded in 1958 by a group of risk-taking forward thinking parents who aspired to create a School that provided the very best learning experience, nurturing a students' free spirit and promoting tolerance and collaboration.

This bold new approach to education, inspired by the Hills environment, built the foundations for the St John's spirit which lives on today.

Vision & Mission

We seek to be a community where our students, parents and staff learn to soar, at school and in life. Our community is imbued by the St John's spirit. St John's Grammar is an inclusive community of creative, innovative and passionate learners with the courage and confidence to soar. We strive to empower and connect young people to a thriving and purposeful future, positively impacting on our local Hills community and beyond.

A large, stylized red bird, possibly a phoenix or phoenix, is the central graphic. It has a large, fan-like tail on the left and a crest of sharp, pointed feathers on the right. The bird is facing right, with its head and neck visible. The background is a solid light blue.

Section 1:

Contextual Information
about the School, including
Characteristics of the
Student Body



School Context

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 middle and senior schooling. 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.



School Context

St John's Grammar School is committed to assisting students to Learn to Soar and has developed a School-wide progressive pedagogy that strongly promotes those key capabilities and competencies that are needed for young people to thrive in tomorrow's world.

St John's Grammar is globally focussed, immersed in our local community and we value collaboration and cross cultural engagement.

We educate the whole person - academically, emotionally, creatively, physically and spiritually. We equip our students with future-focussed skills that will transcend technology and will remain with them for life, including enterprise, critical, creative and divergent thinking, emotional intelligence and interpersonal capacity. The curriculum offering is vast and student choice and agency is a feature.

The Junior School has specialist subjects in Music, Art, Indonesian, Science, Technology, Physical Education and Wellbeing. There is a strong instrumental tuition program and a wind and strings learning program in Years 3 and 5.

The Secondary program has a range of choices in technology including Computer Aided Design and Manufacturing, the Sciences offer Biology, Chemistry, Physics and Psychology. Music, Drama, Art and Design, Media Studies, Business Studies, Philosophy, Legal Studies and Accounting are also part of the subject portfolio. Languages offered on this campus include Indonesian, Japanese and Chinese. A number of students study subjects

through Vocational Education Training (VET) or have studied University subjects with University of Adelaide Headstart program and the Extension Studies program with Flinders University.

Learning happens in and beyond the classroom with a rich Arts offering, diverse sporting activities, rigorous academic pursuits and opportunities for adventure.

The School provides structure to a School-wide approach to provide rich learning experiences for all of its unique and exceptional learners. There are programs for extension, enrichment, acceleration and support programs as well as an alliance with a myriad of educational specialists who provide additional tiers of expertise to the learning program.

The School has a unique whole-School Wellbeing Framework that guides an explicitly taught wellbeing curriculum and a comprehensive program of wellbeing activities, presentations and learning experiences outside the curriculum. A range of staff provide pastoral care, social and emotional support. These roles include Wellbeing Leader, Heads of School, Heads of Houses, School Life Leader, Student Counsellors and Chaplains.



ExtraCurricular

The extra-curricular program is 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.

Our student leadership programs allow young people to have an authentic voice and agency to make improvements to the schooling experience.

A variety of leadership opportunities including House Captains, Ambassadors of International Students, Sport, Reconciliation, Diversity and Wellbeing are complemented by a host of buddy and peer mentor roles.

Additionally, the AWARE Group (Always Working Actively for Rights and Environment) is a social, political and environmental action team engaging all students with an interest in these areas. And in the Junior School, the SRC is active in raising awareness and funds for charity and service organisations.

In addition, St John's Grammar School is committed to engaging and developing high quality staff, inspiring the joy of learning and living, fostering the School values of community, innovation, empowerment, achievement and creativity.



Extra-curricular opportunities include:

- Sport
- Music
- Duke of Edinburgh
- Outdoor Education
- Pedal Prix
- Faith and Worship
- Drama Productions
- Student-run clubs
- Service

The Frequent Flyer Program represents a suite of opportunities for students with talents and passions in a range of pursuits.

These include Tournament of Minds and Future Problem Solving, Space Nemesis Program, The Submarines in Schools event, DaVinci Decathlon and other Academic Teams, debating and public speaking, Innovators Tank and Book Club.

"The St John's Grammar ethos is to produce young adults who are committed to making a positive contribution to society through their skills, leadership, understanding and compassion."



$$\begin{array}{ccccccc}
 \text{ELC} & & \text{JUNIOR} & & \text{MIDDLE} & & \text{SENIOR} \\
 79 & + & 367 & + & 289 & + & 233 \\
 & & & & = & & 968 \text{ STUDENTS}
 \end{array}$$

The student body actual number and make-up, changes a little during each school year. The above is a snap-shot taken in August 2022. At this time we also had 45 full-fee paying international students. *This number varies to that on the My School website as it includes the ELC children.*

Students with Special Needs are accommodated depending on their level of need with three tiers of programs:

- Tier 1 Comprehensive core instruction within the classroom
- Tier 2 Targeted, specific skills instruction withdrawn from classroom
- Tier 3 Intensive, instructional support withdrawn from the classroom

The total number of students with special needs classified as substantial is 39 (10 Junior School, 29 Secondary School). We provide additional support for 121 Junior School students and 165 Secondary School students. This is a total of 286 students receiving additional support.

A large, stylized red silhouette of a bird, possibly a phoenix or eagle, with its wings spread wide. The bird is facing right, with its head turned slightly back. The background is a solid light blue. The bird's feathers are represented by sharp, pointed shapes, giving it a dynamic and powerful appearance.

Section 2:

Teacher Standards
and Qualifications

Teacher Qualifications



30 Teachers at St John's Grammar School hold a Masters' Degree, with an additional 7 staff members working towards their Masters. Two staff have PhDs and at least 27 hold memberships to professional associations, with at least 5 of those being committee members for professional organisations. A further 10 staff are SACE Markers or Moderators.

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.

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 2022, there were 4 teachers with Step 11 status.

A large, stylized red phoenix graphic is positioned on the right side of the page, facing left. The phoenix has a large, flame-like head and a long, flowing tail. The background is a solid light blue color.

Section 3:

Workforce Composition

Section 4:

Student Attendance

Workforce Composition

The workforce at St John's Grammar School in August 2019 consisted of:

FTE	Employees
51.7	Secondary School Teachers
23.5	Junior School Teachers
16.1	SSO/Support Roles (all campuses)
30	Business Support Staff (all campuses)
2.1	Boarding House
123.4 FTE	

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

Student Attendance

The rates of attendance at each year level were:

Year 1 92.18%
Year 2 92.11%
Year 3 92.98%
Year 4 92.27%
Year 5 91.86%
Year 6 91.37%
Year 7 89.23%
Year 8 88.84%
Year 9 88.36%
Year 10 89.17%

Year 11 and 12 data is not reported due to the different nature of their SACE studies, VET Courses and study lessons.

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 2022, the average student attendance rate was 90.84%. This figure is obtained during our data collection period in Term 3, 2022.

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.

A large, stylized red graphic of a phoenix or a bird with its wings spread, set against a light blue background. The bird is facing right, with its head turned slightly back. The wings are composed of several sharp, pointed feathers. The tail is also stylized with sharp points.

Section 5:

Senior Secondary
Outcomes

Senior Secondary Outcomes

Of all Stage 2 results, 50.5% were As and 33.3% of results were Bs. In summary 83.8% of all Stage 2 results were As and Bs.

Our Year 12 students achieved exceptionally well. Our Dux was Kyan Percevault, who achieved an ATAR of 99.8 and four Merits for Specialist Mathematics, Research Project, Physics, Mathematical Methods. Kyan was also awarded The Peter Alexandrou and Harris Real Estate Award for Chemistry, The Peter Mussared Perpetual Award for Specialist Mathematics, The Bowden Family Award for Physics and The University of South Australia (Psychology Discipline, Justice and Society) Research Project Award.

Our Proximae Accessit was Daniel Nedomansky who achieved an ATAR of 99.65. Daniel also achieved 3 Merits in Specialist Mathematics, Research Project and Mathematical Methods, in addition to being awarded The Peter Alexandrou and Harris Real Estate Award for Chemistry, The Peter Mussared Perpetual Award for Specialist Mathematics and The University of South Australia (Psychology Discipline, Justice and Society) Research Project Award.

In 2022, 20 students joined our elite Top Guns (students who achieved an ATAR above 90). In total 19 merits were achieved by 10 students across 8 subjects.

Post School Destinations

61 St John's Grammar School students completed Year 12 in 2021 and of these, 49 students made applications through SATAC for university places in South Australia. Students also successfully applied interstate. 47 students received course offers in SA, with the majority of these students receiving offers for their first choices.

25 students applied for early conditional offers based on year 11 results to the Flinders University and 26 applied to the University of Adelaide.

Preferred universities remains consistent. 43% received offers to the University of Adelaide, 41% to Flinders and 16% to UniSA.

Seven international students received multiple offers, as they receive offers to whatever they are eligible for.

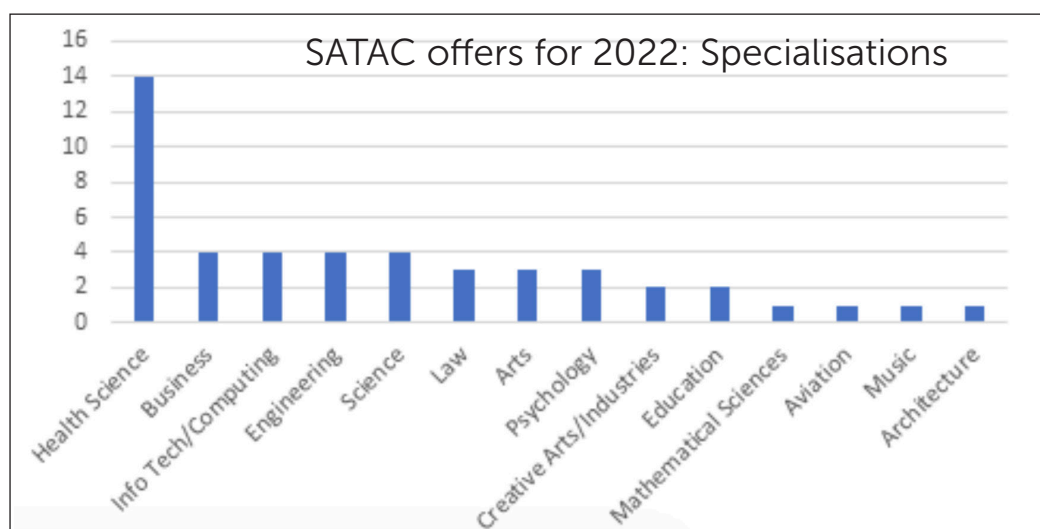
Headstart (8 students) and Extension Studies (5 students) again proved to be beneficial to students' results. VET Certificate 3s were also included in students' results.

There were 25 students studying VET courses at any one time in 2022 from years 10-12, mainly at year 11 level. We had 6 students studying SACE subjects outside of St John's. We have 2 students who have started School Based Apprenticeships.

From the offers:

- 68% got offered their first preference cf 81% last year
- 20% got offered their second preference cf 15% last year
- 2% got offered their third preference cf 3% last year
- 2% got offered their fourth preference cf to 1% last year
- 2% got offered their fifth preference
- 2% got offered their sixth preference

A reasonably large number of students have indicated they will take a gap year this year, mainly to work and travel. A huge amount of apprenticeships are being advertised since late last year and students going down this pathway have more opportunities than ever and some receiving offers before the end of last year.



A large, stylized red bird, possibly a phoenix, is depicted in profile, facing right. Its wings are spread wide, and its tail feathers are prominent. The bird is set against a light blue background.

Section 6:

Students Outcomes In
Standardised National
Literacy and Numeracy
Testing

NAPLAN 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.

The below summary data shows the gap between St John's student achievement (mean scores for the whole year level) in 2022 versus the 3-year rolling average of 2019-2021 [no data for 2020]. There are cut-offs published by NAP to describe statistically significant gains or losses for each year level; colour coding below represents shifts in mean scores outside these cut-offs.

Year 3 and Year 7 data are clearly weaker, however it is worth noting that the 2021 Year 3 numbers saw significant drops in all domains and this has corrected for many domains for the 2022 cohort. Year 7 follow an exceptionally strong set of 2021 results and some drops in 2022 were expected – but Grammar & Punctuation is weaker than expected. As for 2021, Year 5 results remain consistent apart from writing results, which follow the pattern of Year 7 and 9 showing significant improvement.

Positive value (green highlight) indicates higher than mean than SJGS average 2019-2021

2022 Mean Score Relative to 3-year rolling average					
	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Y3	9.3	-0.1	-29.9	-28.4	-11.2
Y5	14.2	22	11	-3.4	9
Y7	-16.4	21.4	-12.8	-30	-16.6
Y9	-17.5	6.8	-10.3	5.4	-7.3

Next update due September 2023

2021* Mean Score Relative to 3-year rolling average					
	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Year 3-5	0.7	20	-24.6	-31.7	7.9
Year 5-7	18.8	64.5	17.1	21.2	15.6
Year 7-9	18.6	40.1	10.4	15.9	-0.6

**Note: growth data is not available for 2022 NAPLAN results, as all Australian students did not sit NAPLAN tests in 2020 due to COVID-19. Next possible growth comparison will be 2021-2023.*



Our Values

Community

Community is at the heart of everything we do at St John's Grammar. Through community, we nurture a sense of belonging, meaning and purpose.

Creativity

We value creative self-expression and we champion curiosity, imagination and originality.

Innovation

We develop enterprising learners, divergent thinkers and real-world problem solvers, who work collaboratively and practically to transform today and the future.

Achievement

We are inspired to fulfil our potential. We celebrate our successes and grow from our challenges, both individually and collectively.

Empowerment

We are empowered to advocate and action change, with the skills, passion and empathy to live beyond ourselves and make the world a better place.



Strategic Directions

The following Strategic Directions represent priorities for St John's Grammar School that will consolidate current strengths in preparation for future growth and opportunities.

'Soaring' for Life Learning

Continue to build our 'Soaring for Life' E-12 learning program with a focus on creative, innovative and passionate learning.

School-Wide Wellbeing

Implement a comprehensive and progressive wellbeing approach, that is explicitly taught, embedded in our culture, and facilitated throughout the St John's Grammar journey

High-Performing Staff

Build a culture of high performing staff who are committed to life-long learning and excellence.

Connected Community

Strengthen relationships with our parents and alumni, and forge stronger partnerships with our local community and global organisations

First-Class Operations

Ensure effective, robust and sustainable operations, which deliver an exceptional customer experience

Enabling Infrastructure

Provide infrastructure that supports and enables the 'St John's Spirit' educational experience.