SCHOOL PERFORMANCE REPORT 2012
PULTENEY GRAMMAR SCHOOL

As part of Pulteney Grammar School’s funding agreement with the Commonwealth Government, the School is required to ensure that certain “School Performance Information” is made available to the School community. This information is provided to the School community through the PRW and is also available on the School’s website.

The information that follows is an explicit response under the headings required by the Commonwealth Government. The information relates to the 2012 School year. Should any questions arise regarding this information please contact The Principal’s Executive Assistant, Mrs Ruth Barnden, ruth.barnden@pulteney.sa.edu.au or 82165502.

1. CONTEXTUAL INFORMATION

Pulteney Grammar School is a vibrant city School which inspires, challenges and empowers young women and men to achieve their full potential in life. Pulteney is a co-educational School in the Anglican tradition, located in Adelaide’s city square mile. It offers a complete education for girls and boys from ELC to Year 12. The learning environment is welcoming and inclusive with a vibrant and diverse curriculum and strong literacy, numeracy and ICT focus culminating in university preparation.

<table>
<thead>
<tr>
<th>Total Enrolments:</th>
<th>948</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girls:</td>
<td>402</td>
</tr>
<tr>
<td>Boys:</td>
<td>546</td>
</tr>
<tr>
<td>Full time equivalent enrolments</td>
<td>948</td>
</tr>
<tr>
<td>Indigenous students</td>
<td>0%</td>
</tr>
<tr>
<td>Language other than English</td>
<td>12%</td>
</tr>
<tr>
<td>Student attendance rate</td>
<td>96%</td>
</tr>
</tbody>
</table>

Pulteney's significant history brings together tradition with contemporary educational philosophies and practices that value each individual’s learning journey. The School has easy access to diverse city resources including universities and public transport. Extensive co-curricular programs for girls and boys provide a range of cultural pursuits, and the sports program utilises 18 hectares of playing fields located adjacent to the School. Students engage in the broader community through community service programs, charitable work and mentoring programs. An international orientation with opportunities for students to learn beyond the classroom is a further focus.

Pulteney has continued to broaden its achievements leading to an educational environment that is optimistic. This view is evident in the daily life of students, staff and our community and through the impending commencement of capital projects from the School Master Plan.

Importantly, a sense of community is an inherent part of our strategic plan enabling Pulteney to maintain a boutique size of approx. 1000 students, ELC – 12. Our unique four sub-School structure (Kurrajong, Prep, Middle School and one ninety) allows each Head of School to oversee and know first-hand the 250 individual students and families. This is achieved through small class sizes modelled on 24 students or less.
The inclusion of our community, past and present, in the lives of the latest generation of Pulteney students adds generational values while promoting the vitality and possibility of childhood and youth. Inclusion is seen through non-selective entry and students and families from all manner of backgrounds and experiences form part of our student community.

Our emphasis on building positive meaningful and lasting relationships in combination with high quality teaching and learning creates an enriching and holistic educational quest.

PULTENEY'S STRATEGIC DIRECTION

Our Purpose

Pulteney Grammar School is a vibrant city School which inspires, challenges and empowers young women and men to achieve their full potential in life.

Our Focus

To inspire. To challenge. To empower.

**We Inspire**
- confidence
- creativity
- global thinkers
- contributors
- carers

**We Challenge**
- learning
- thinking
- potential
- enquiry and reflection
- participation

**We Empower**
- ethical and moral character
- holistic education
- sense of community and citizenship
- leadership
- risk taking

We inspire within our students a love of learning, which empowers them to challenge the way they think and allows them to develop their individual talents and passions both for the good of themselves and their wider community.

We take a holistic approach to education and challenge our students to fulfil their potential and find success by participating in a broad range of rich and diverse experiences throughout their time at Pulteney Grammar.
We build confidence and creativity in our students by challenging them to contribute and take risks within a caring and supportive framework.

We instill within our students a strong sense of community and citizenship through our pastoral care system. This forges strong relationships between students and staff and also results in students connecting across year levels, leading to them caring and supporting one another across the School as a whole.

We challenge intellectual, aesthetic and moral curiosity though enquiry-based teaching and learning. We develop physical and social capabilities in learning contexts, leading to skill acquisition. We challenge students to reflect on life’s deeper meanings.

Our focus is to empower our students to become well-rounded citizens with a strong ethical and moral character who are capable of assuming a leadership role in the local and global community.

**Our Priorities**

- Provide a vibrant learning environment.
- Employ and develop outstanding teachers and staff
- Be progressive in all we do.
- Build and maintain great facilities.
- Exude an inclusive community spirit.
- Be financially strong and efficient.

**Our Advantages**

- We uphold and value our Anglican tradition and Christian principles.
- We learn in a contemporary city environment which extends beyond our classrooms.
- We learn in a co-ed setting: life is co-ed.
- We have a proud 165-year heritage of grammar School education.
- We are renowned for and drawn on our community connectedness and resources.
2. TEACHER STANDARDS AND QUALIFICATIONS

A full list of teachers and their academic qualifications appears on the School website and in the School Year Book, The Grammarian. In addition to these formal qualifications, all staff undergo training in mandatory notification and basic casualty care, and hold the necessary qualifications for teacher registration in South Australia, including a Criminal History check. In 2012, Pulteney continued to provide extensive opportunities for all staff to attend Professional Development, including support for the implementation of the SACE, and the Australian Curriculum.

The School is justifiably proud of its highly qualified staff.

Qualifications of teaching staff

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctor of Philosophy (PhD)</td>
<td>3</td>
</tr>
<tr>
<td>Masters of Education (M.Ed) / Masters</td>
<td>12</td>
</tr>
<tr>
<td>Bachelor of Education (B.Ed)</td>
<td>69</td>
</tr>
<tr>
<td>Bachelor of Education Honours (B.Ed Hons)</td>
<td>6</td>
</tr>
<tr>
<td>Diploma of Education (Dip.Ed)</td>
<td>10</td>
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3. WORKFORCE COMPOSITION, INCLUDING INDIGENOUS COMPOSITION

During 2012, there were:

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<table>
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<tbody>
<tr>
<td>Teaching staff</td>
<td>92</td>
</tr>
<tr>
<td>Full-time equivalent teaching staff</td>
<td>80.9</td>
</tr>
<tr>
<td>Full-time equivalent non-teaching staff</td>
<td>55.5</td>
</tr>
<tr>
<td>Non-teaching staff</td>
<td>45.1</td>
</tr>
</tbody>
</table>

A number of specialist teaching staff including Art, Drama, Music, Physical Education, Gifted and Talented, Languages, ICT and Careers support the programmes offered by the School.

The School is structured with Heads of each of the sub-Schools assuming responsibility and immediate oversight of all students in their section of the School. Other Positions of Responsibility include Assistant Heads of School, Curriculum co-ordinators, Heads of Teaching and Learning and Year Level Co-ordinators.

A well-being team including a School Nurse, Psychologist and Chaplain support the academic program of the School together with a variety of Student Support Officers, assistants and non-teaching staff.

4. STUDENT ATTENDANCE

Pulteney maintains a high level of student attendance.

When a student is absent without explanation, a SMS text message is sent to the parent or guardian by 10am seeking clarification of the reason for the absence.

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. The larger the percentage the smaller the number of days that students are absent from School.

In 2012 the average student attendance rate was 96%.

<table>
<thead>
<tr>
<th>Overall % Attendance</th>
<th>Rec</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall % Attendance</td>
<td>97</td>
<td>94</td>
<td>96</td>
<td>95</td>
<td>96</td>
<td>95</td>
<td>95</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Overall % Attendance</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall % Attendance</td>
<td>96</td>
<td>95</td>
<td>96</td>
<td>95</td>
<td>97</td>
<td>96</td>
</tr>
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</table>

5. SENIOR SECONDARY OUTCOMES

Academic results in the 2012 South Australia Certificate of Education were notable.

The Pulteney community extends its congratulations to the Year 12 class of 2012.

The Year 12 student results demonstrated the scholarship and application of an exceptional group of young adults.
Pulteney remains committed to an educational focus of open, non-selective academic enrolment for students of all abilities.

The 2012 results were as follows:

**ATAR percentages and Median score:**

- 47 students with an ATAR over 90.
- Medium ATAR was 83.3
- 27.9% of students with an ATAR of 95+
- 47% of students with an ATAR of 90+

**Grade Distribution**

- 40.4% A’s
- 45.6% B’s
- 12.7% C’s
- 0.8% D’s
- 0.2% E’s
6. **SENIOR SECONDARY OUTCOMES**

The vast majority of Pulteney students seek a place at university through SATAC (South Australian Tertiary Entrance Admissions Centre)

Pulteney's 2012 Year 12 cohort consisted of 101 students.

- 4 students were not eligible to apply for a TAFE/Uni place
  - Did not complete a full Year 12 load

- 97 students applied to TAFE, Uni or another Registered Training Organisation for further study
  - Of the 97, 1 student was not eligible to receive an offer

Of the 96 students eligible to receive an offer:
- **95% of students received university/TAFE offers** (93% University, 2% TAFE)

7. **STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY and NUMERACY TESTING (NAPLAN)**

Each year, all students in Years 3, 5, 7 and 9 are required to sit Australia wide tests in reading, writing, spelling and numeracy to establish the proportion of students achieving national standards. The results for Pulteney in 2012 are provided in the table below:

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Spelling</th>
<th>Reading</th>
<th>Writing</th>
<th>Language conventions</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>95</td>
<td>100</td>
<td>98</td>
<td>97</td>
<td>100</td>
</tr>
<tr>
<td>5</td>
<td>98</td>
<td>100</td>
<td>98</td>
<td>98</td>
<td>100</td>
</tr>
<tr>
<td>7</td>
<td>95</td>
<td>97</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>9</td>
<td>96</td>
<td>9</td>
<td>90</td>
<td>99</td>
<td>100</td>
</tr>
</tbody>
</table>

Pulteney encourages all students to sit all tests including those with diagnosed learning difficulties. The results are pleasing in that the average results again were well above state averages at each year level in each test area.
8. PARENT, STUDENT and TEACHER SATISFACTION WITH THE SCHOOL

Parent/Community Satisfaction

Parental views are open for expression through the weekly newsletter, interviews, emails, Friends of Pulteney meetings to which the Principal provides a School update and seeks questions, various parent committees, class representatives and questionnaires.

A further factor in assessing parent satisfaction is gauged from student terminations. In 2012 the termination of students tracked below the historical trends of the last decade.

Student satisfaction

During 2012 the Principal met with Year 12 students as part of their exit procedure. There are three questions that frame the meeting:
1. If you were Principal for one day what one thing would you change?
2. If you were Principal for a day what one thing would you not change?
3. Rate the School from a high mark of ten.

The third question is insightful and supports the 2010 and 2011 high student satisfaction for their education and the School, with 8.7 recorded as the average rating. The rating response range was 6-10.

Further opportunities for feedback from students is gained from the Student Forum meetings (student leaders of the School) and meetings of the Houses.

9. SCHOOL INCOME BROKEN DOWN BY FUNDING SOURCE.

The School’s financial reports are audited by independent Chartered Accountants. In their opinion:

The Financial Statements of Pulteney Grammar School Inc presents fairly, in all material respects, the Association’s financial position as at 31 December 2012 and of its performance and cash flow for the year then ended in accordance with the accounting policies described in the financial statements.

The financial statements include the Board opinion “that Pulteney Grammar School Inc will be able to pay its debts as and when they fall due”.