Pulteney Grammar School is an Anglican open-entry Early Learning to Year 12 co-educational school located in the City of Adelaide. Our School is a vibrant city school that inspires, challenges and empowers young women and men to achieve their full potential in life. We are a strong and supportive community enhanced by all year levels sharing one campus; our size enables us to know and nurture each individual and interactions across the range of student ages are fostered. The learning environment is welcoming, engaging and inclusive with a vibrant and diverse curriculum and strong literacy, numeracy and technology focus.

<table>
<thead>
<tr>
<th>Total Enrolments (R – 12)</th>
<th>927</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girls:</td>
<td>402</td>
</tr>
<tr>
<td>Boys</td>
<td>525</td>
</tr>
<tr>
<td>Full time equivalent enrolments</td>
<td>927</td>
</tr>
<tr>
<td>Indigenous students</td>
<td>0.2%</td>
</tr>
<tr>
<td>Language other than English</td>
<td>4.2%</td>
</tr>
</tbody>
</table>

We foster meaningful and respectful relationships that support the development of our students’ creative, critical and ethical intelligence and we celebrate excellence across all endeavours. Pulteney has four sub schools that correspond to key developmental stages: ELC to Year 2 (Kurrajong); Years 3 to 6 (Prep); Years 7 to 9 (Middle School); and one ninety (Senior School) for Years 10 to 12. The School has embarked on a building program that will further provide contemporary and innovative learning environments for all students.

Our students have ready access to diverse city resources, including prominent cultural and historical sites, universities and public transport. Extensive co-curricular programs for girls and boys provide a range of pursuits including performing arts, public speaking, environmental and adventure learning and the sports program utilises 18 hectares of playing fields located adjacent to the School. Students engage in the broader community through local, national and international service programs and charitable work.
A supportive and inclusive system of pastoral care ensures every student can identify key adults and also peers with whom they can communicate and collaborate. This builds community and School spirit and supports the wellbeing of each student.

PULTENEY’S STRATEGIC DIRECTION

Our Purpose

To inspire. To challenge. To empower.

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 the wider community.

We take a holistic approach to education and challenge our students to fulfill their potential and find success by participating in a broad range of personalised, rich and diverse experiences throughout their time at school.

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 through inquiry-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 Vision for Learning:

To Inspire, challenge and empower each other.

Learning Excellence

Creative, critical, and independent thinkers who are reflective, intellectually curious and passionate about learning and teaching.

Well Being

Empathetic, confident and resilient individuals, who balance the intellectual, physical, emotional an spiritual aspects of their lives.

Relationships

Authentic, articulate communicators who engage with issues and ideas that have local and global significance.

Service

Ethical and compassionate contributors who act with integrity and dignity and have respect for diversity.
Team Work

Courageous and collaborative team member who are responsive, community-minded leaders.

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 Yearbook, the Grammarian. In addition to these formal qualifications all staff complete required training in mandatory notification and first aid, and hold the necessary qualifications for teacher registration in South Australia, including a Criminal History Check. In 2013, Pulteney continued to provide extensive opportunities for all staff to participate in Professional Learning, including ongoing integration of Information and Communications Technologies, implementation of the Australian Curriculum, and in the areas of the AITSL standards.

Qualifications of teaching staff

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Number</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 Honours (B.Ed Hons)</td>
<td>6</td>
</tr>
<tr>
<td>Bachelor of Education (B.Ed)</td>
<td>63</td>
</tr>
<tr>
<td>Diploma of Education (Dip.Ed)</td>
<td>9</td>
</tr>
</tbody>
</table>
3. WORKFORCE COMPOSITION, INCLUDING INDIGENOUS COMPOSITION

During 2013, there were:

<table>
<thead>
<tr>
<th>Staff Type</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching staff</td>
<td>93</td>
</tr>
<tr>
<td>Full-time equivalent teaching staff</td>
<td>83.8</td>
</tr>
<tr>
<td>Full-time equivalent non-teaching staff</td>
<td>42.3</td>
</tr>
<tr>
<td>Non-teaching staff</td>
<td>55</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 Coordinators, Lead Teachers and Year Level Coordinators.

A wellbeing team including a School Nurse, Psychologists and Chaplains 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 10.00am 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 2013 the average student attendance rate was 96%.

<table>
<thead>
<tr>
<th>Year</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>94</td>
<td>94</td>
<td>95</td>
<td>96</td>
<td>96</td>
<td>96</td>
<td>97</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</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>95</td>
<td>96</td>
<td>99</td>
<td>97</td>
<td>96</td>
<td>97</td>
</tr>
</tbody>
</table>
5. SENIOR SECONDARY OUTCOMES

Academic results in the 2013 South Australia Certificate of Education were notable.

The Pulteney community extends its congratulations to the Year 12 class of 2013.

The Year 12 student results demonstrated the scholarship and application of an outstanding group of young adults.

Pulteney remains committed to an educational focus of open, non-selective academic enrolment for students of all abilities.

The 2013 results were as follows:

ATAR percentages and Median score:

- 38 students with an ATAR over 90.
- Median ATAR was 83.1
- 28.6% of students with an ATAR of 95+
- 42% of students with an ATAR of 90+

Grade Distribution
- 41.1% A’s
- 43.5% B’s
- 14.2% 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 Year 12 cohort for 2013 was 92 students.

- 2 students took up an Electrical Apprenticeship
- 1 student chose not to apply to SA TAFE/Uni as he is planning to reside in LA
- 1 student is continuing their SACE Yr 12 studies at another school
- 88 students applied to University, TAFE, or another Registered Training Organisation for further study
- Of the 88, 98% received an offer

Of the 98% of students who received an offer:

- 87% were offered their first or second preference
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 2013 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>100</td>
<td>98</td>
<td>98</td>
<td>95</td>
<td>100</td>
</tr>
<tr>
<td>5</td>
<td>98</td>
<td>98</td>
<td>95</td>
<td>98</td>
<td>98</td>
</tr>
<tr>
<td>7</td>
<td>97</td>
<td>94</td>
<td>93</td>
<td>94</td>
<td>99</td>
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<tr>
<td>9</td>
<td>97</td>
<td>98</td>
<td>97</td>
<td>97</td>
<td>99</td>
</tr>
</tbody>
</table>

Pulteney encourages all students, including those with diagnosed learning difficulties, to sit all tests. 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.

Student satisfaction

During 2013 the Principal interviewed Year 12 students as part of their exit procedure.

In this process, student satisfaction for their education and the School was recorded at 8.7 out of 10 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 2013 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.”