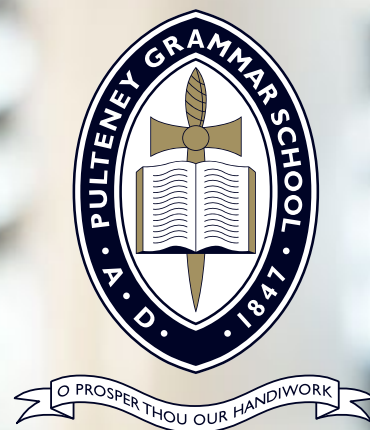
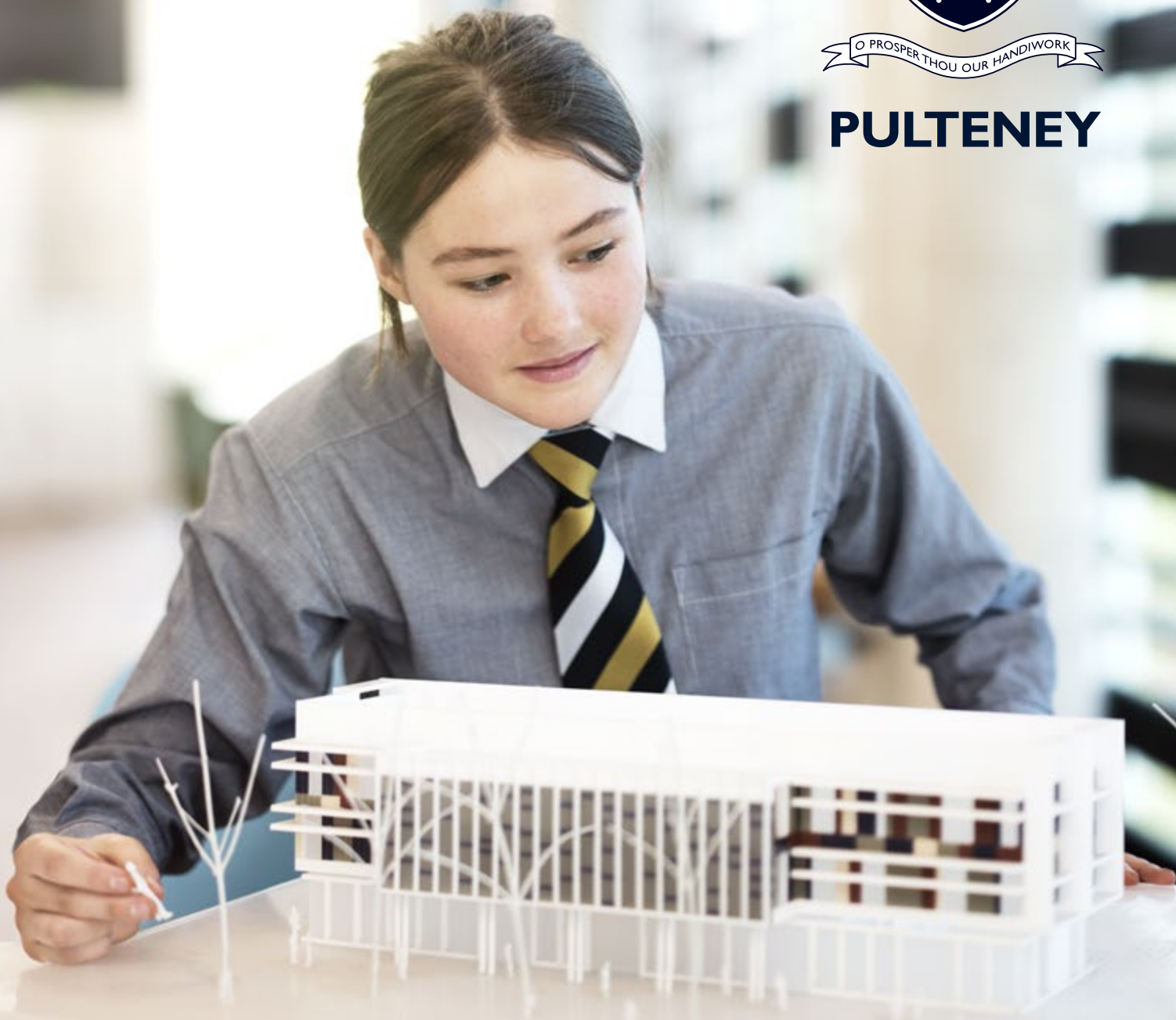


SCHOOL PERFORMANCE REPORT 2021



PULTENEY



WHERE PASSIONS PROSPER

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 fortnightly electronic newsletter, Pulteney Review, 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 2021 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.



I. CONTEXTUAL INFORMATION ABOUT THE SCHOOL

Education is the gift which shapes a life.

A contemporary, co-educational school, Pulteney Grammar School has proudly been shaping the lives of young women and men since 1847 with a vision towards preparing them for their future.

Education at Pulteney takes many different shapes and forms. Our students are challenged to be curious, to ask questions, to seek understanding and develop an appreciation for our community, our country and our world. As global citizens, our students exercise their agency through their strong sense of purpose by venturing forth into their city and the world to develop confidence and insight, empathy and compassion.

Our students learn through action: be it in the science lab, on the sporting field, in the recital hall, or amongst nature, a Pulteney education seeks to provide students with opportunities to engage with the breadth of what life holds.

At 1000 students and located within the City of Adelaide, Pulteney is a welcoming, cosmopolitan and personable community where the interests and needs of each and every student are nurtured towards their becoming the best they can be. Relationships offer the foundation for authentic education. Our teachers thus serve as both mentor and facilitator of learning, guiding students in their

decision making and along the path to adulthood. Wellbeing is thus paramount to a Pulteney education; supportive and inclusive pastoral care a feature at every stage of schooling.

The connection to Pulteney is one enjoyed well beyond the days of school: a Pulteney education is for life.

The outstanding academic results of 2021 culminated in 9.4% of Year 12 students achieving an ATAR above 99%, the top 1st percentile for the nation; 25% of Year 12 students gaining an ATAR of 95+ and 100% of students gaining their SACE. These results are recognition of the level of student scholarship and staff commitment to teaching excellence of students gaining their SACE. These results are recognition of the level of student scholarship and staff commitment to teaching excellence.

| | |
|--|---------------|
| Total Enrolments (R-12) | 888 |
| Girls | 371 |
| Boys | 516 |
| Non-binary | 1 |
| Full-time equivalent enrolments | 888 |
| Indigenous students | 0.0% |
| Language other than English | 27% |
| Student attendance rate | 94.60% |

The Story of Pulteney

Pulteney was founded in 1847 to offer a 'useful education to all' and it is to this mission that the school has committed its endeavours the past 175 years. Since its beginning, Pulteney has moved site on two occasions since its foundation, laying its current roots on South Terrace in 1921. Since then the School has grown by acquisition and amalgamation rather than endowment and expansion. The School is a microcosm of the city in which it resides and the people who call it home; an eclectic environment that welcomes the diverse population of Adelaide.

The School's birth was humble but purposeful. Pulteney's origins lie not in the desire to perpetuate privilege but to build and contribute to the growth of society; it is a story of inclusion rather than exclusion. It is an origin of altruism and opportunity; of pragmatic and egalitarian ideals. It is an origin that past Headmaster Rev Alexander Kerr captured in 1898 when he granted the School its emblem and motto: *O prosper thou our handiwork.*

Pulteney's Lived Values

Guiding our strategic direction is a unified sense of purpose and ambition crafted through our history. Pulteney's DNA captures its lived values: the aspects of culture that define the current School and which resonate as aspirations for the future. The DNA influences and informs our decision making and our actions; it establishes that to which the School holds fast:

Authentic

Honesty,
truth,
integrity.

Purposeful

Intentional,
resolute and
reflective.

Personalised

Curated and
distinctive
experiences.

Boundless

Limitless opportunities
sought through
passionate thought
and deed.

Enduring

Legacy etched through
a community's
tradition, innovation,
service and faith.

Relationships

Respect and empathy
fostered through
collaboration
and care.

Pulteney's Strategic Direction

Mission

To provide a meaningful and useful educational experience for each and every student that enables them to be their best self.

Vision

To prosper.

Strategic Intent

The strategic intention of Pulteney Grammar School is:

To provide a personalised educational experience defined by authentic relationships.

This will be achieved through shared systems of teaching and learning that empower students to prosper.



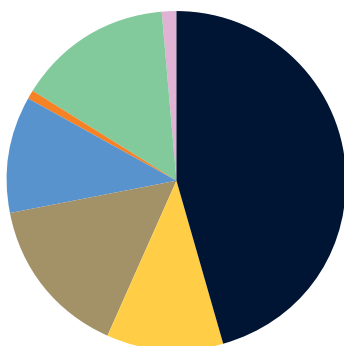


2. TEACHER STANDARDS AND QUALIFICATIONS

A full list of teachers and their academic qualifications appears in the school yearbook, *The Grammarian*.

In addition to these formal qualifications all staff complete necessary training in mandatory RAN training and First Aid, and teaching staff hold the required qualifications for Teacher Registration in South Australia, including a National Police Check. In 2021, Pulteney continued to provide extensive opportunities for all staff to participate in Professional Learning, including ongoing integration of Information and Communications Technologies, differentiation and personalisation of pedagogies, wellbeing education and assessment and curriculum.

TEACHERS QUALIFICATIONS



- Undergraduate Degree **103**
- 2nd Undergraduate Degree **25**
- Undergraduate Diploma / Certificate **34**
- Postgraduate Diploma / Certificate **25**
- 2nd Postgraduate Diploma / Certificate **2**
- Postgraduate Masters **33**
- Postgraduate Doctorate **3**

3. WORKFORCE COMPOSITION, INCLUDING INDIGENOUS COMPOSITION

DURING 2021, THERE WERE:

| | |
|---|--------|
| Teaching staff | 115 |
| Full-time equivalent teaching staff | 102.78 |
| Non-teaching staff | 56 |
| Full-time equivalent non-teaching staff | 46.23 |
| Indigenous staff | 0 |

A number of specialist teaching staff including Art, Drama, Music, Physical Education, Learning Support, Languages, ICT and Futures support the programs 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, Learning Area Leaders and Heads of House.

A Wellbeing Team including a School Nurse, Psychologists, Counsellors, Chaplain and Head of Student Wellbeing support the academic program of the School, together with a variety of School Support Officers, assistants and non-teaching staff.



4. STUDENT ATTENDANCE

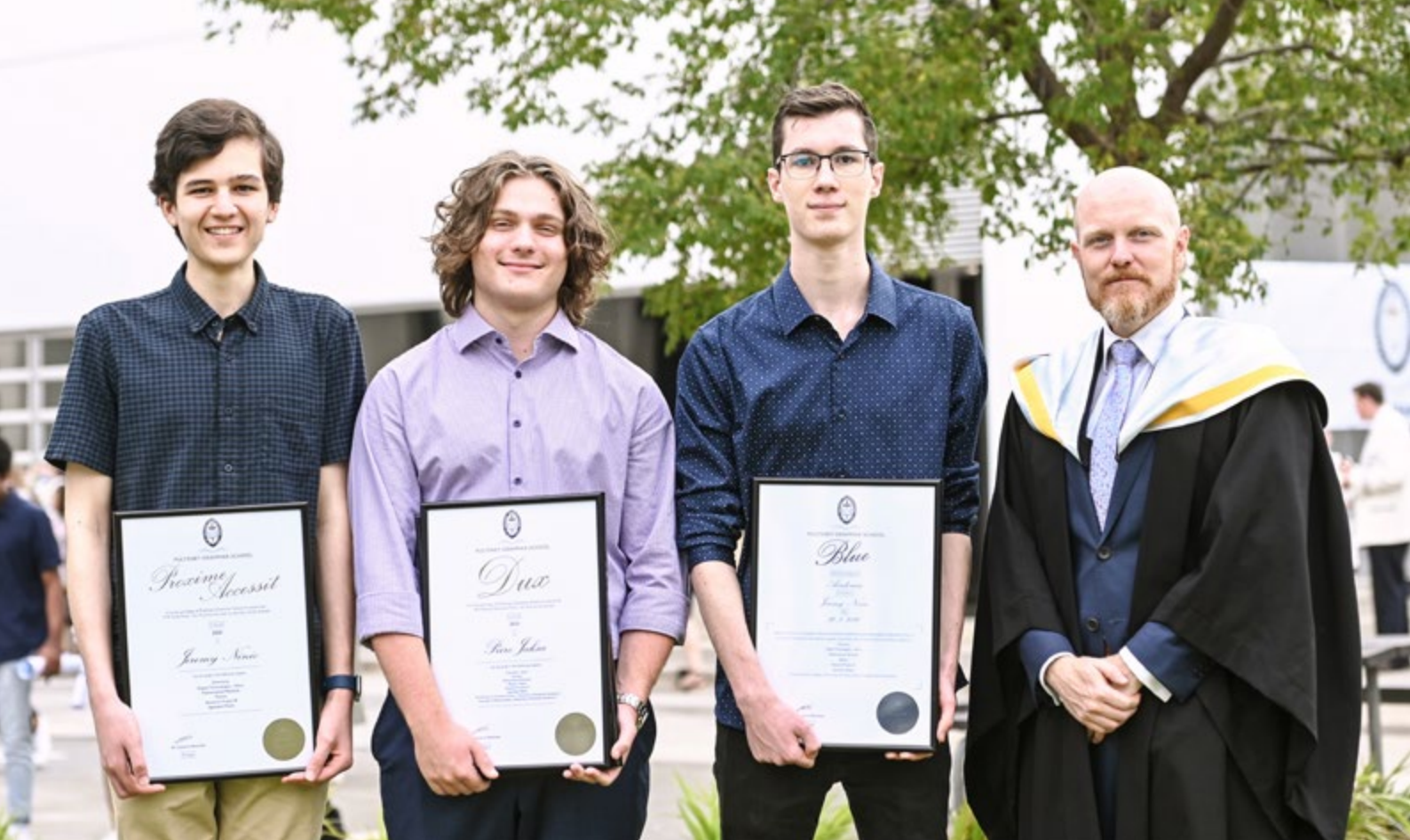
Pulteney maintains a high level of student attendance.

The School provides multiple channels by which student absence can be notified. 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, as well as a follow up phone call when required. Longer term absences are arranged through parental communication with the relevant Head of School.

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 2021 the average student attendance rate was 94.60%.

| | REC | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 | YEAR 6 |
|----------------------|--------|--------|--------|---------|---------|---------|--------|
| OVERALL % ATTENDANCE | 95.62 | 95.77 | 95.43 | 96.31 | 96.66 | 96.39 | 96.01 |
| | YEAR 7 | YEAR 8 | YEAR 9 | YEAR 10 | YEAR 11 | YEAR 12 | |
| OVERALL % ATTENDANCE | 94.66 | 93.75 | 91.84 | 93.05 | 93.75 | 95.74 | |



5. 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 2021 are provided in the table below:

2021 RESULTS

| Year Level | Percentage of Students Achieving National Minimum Standard | | | | |
|------------|--|---------|----------|-----------------------|----------|
| | Reading | Writing | Spelling | Grammar & Punctuation | Numeracy |
| 3 | 99.96 | 100 | 99.98 | 99.98 | 100 |
| 5 | 100 | 100 | 100 | 100 | 100 |
| 7 | 100 | 99.96 | 99.99 | 100 | 100 |
| 9 | 99.97 | 99.94 | 99.99 | 99.98 | 100 |

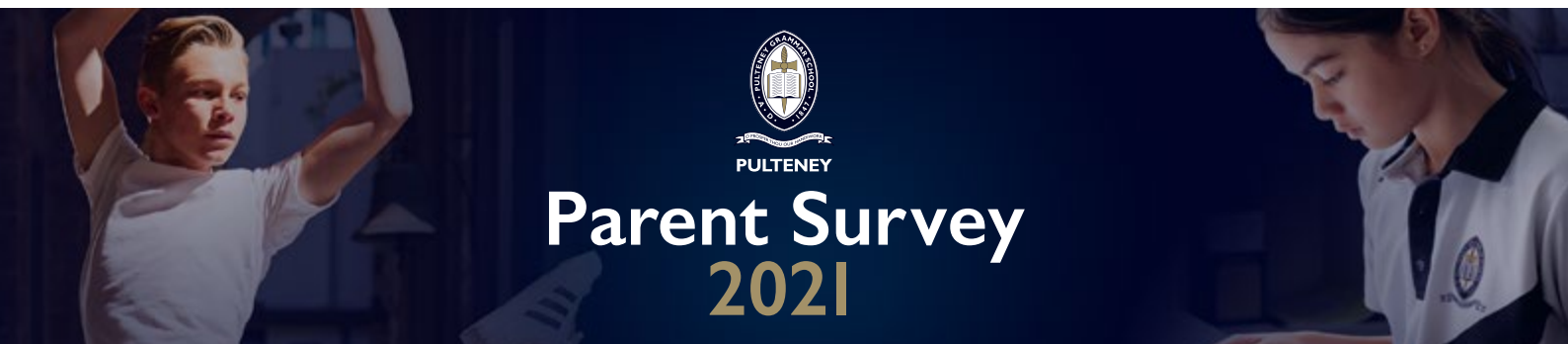
Pulteney encourages all students, including those with diagnosed learning difficulties, to sit all tests. The results are pleasing in that the average results again were well above state averages at each year level in each test area.



6. PARENT, STUDENT AND TEACHER SATISFACTION WITH THE SCHOOL

PARENT/COMMUNITY SATISFACTION

The School undertook a comprehensive survey of its school community in 2021.



In November 2021, the School commissioned an independent survey of 280 families to explore their thoughts regarding Pulteney. Thank you to those who participated and shared valuable insights into their experience with our School. This information assists in focussing our attention on providing the best education and experience for your children. A summary of the most consistent and important feedback is provided below, together with the initial actions we are taking to improve.

What we do well

Teachers

- We are always available to help student needs
- We engage, care about and connect with each child
- We are understanding towards children's needs
- We show a real concern for each student

Culture

- Our environment is nurturing and caring
- We teach and model respect
- We have good school principles and beliefs
- We foster community
- We create a strong culture from an early age

Academic Performance

- We offer a well-rounded and well delivered education
- We deliver excellent learning experiences
- We provide personalised education
- We pay attention to each child individually

What we are doing to be even better

Teachers

- Reviewing our wellbeing program from R-12
- Investing in contemporary professional development for teachers
- Hosting the 2022 Learning Impact Symposium for educators that will include our teachers learning from the world's most prominent educational leaders

Culture

- Redeveloping the 'Quad' as the heart of the School
- Embedding our lived values in our daily life
- Aligning R-6 as one Junior School

Academic Performance

- Implementing a Y7-12 academic schedule
- Reviewing reporting and feedback from R-12
- Reviewing the R-12 timetable
- Investing in Learning Management System
- Partnering with the University of Melbourne to develop 'new metrics' for teaching and learning soft skills such as collaboration, critical thinking, creativity, and communication

What we can do better

Communication

- We need to improve how we provide information
- We need to target information to appropriate year levels

Extra-curricular activities

- Our sporting program needs to offer better opportunities

What we are doing to improve

- Launched the Parent Portal in December 2021
- Collating information to provide less e-mail traffic Term Two, 2022
- Launching new excursion / camp permissions process, 2022
- Building a School 'app', to be launched in 2023
- Restructured sport and launched the Directors Program, 2022-23
- Alignment of co-curricular programs R-6



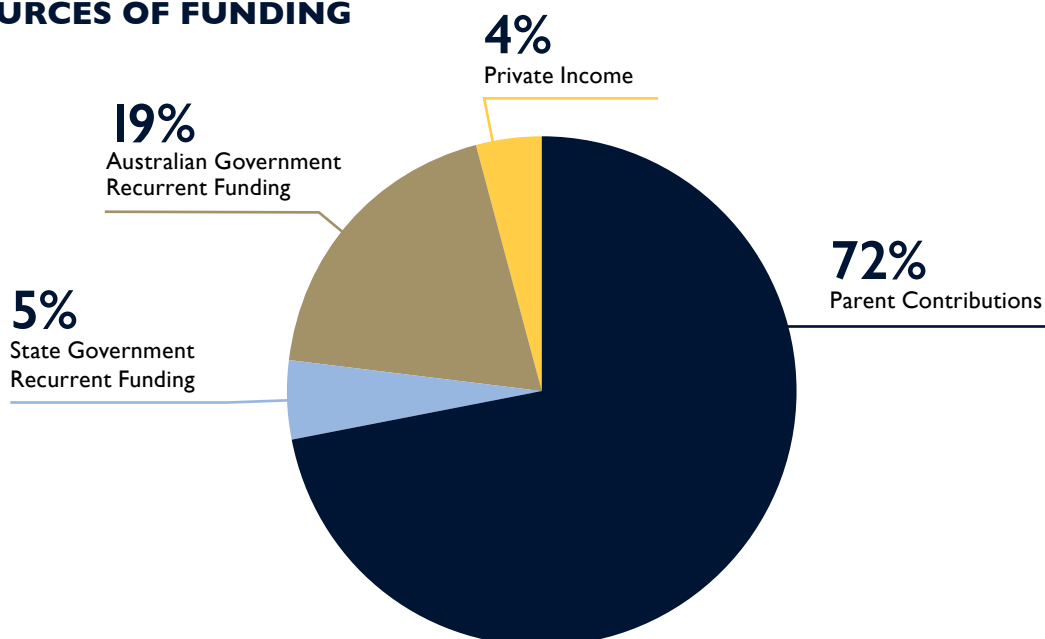
7. SCHOOL INCOME BROKEN DOWN BY FUNDING SOURCE

As an independent school, the primary source of funding for teaching and learning programs, and ongoing capital works, comes from parent contributions to tuition fees. Commonwealth and State Government recurrent grant funding programs also provide valuable resources which are managed diligently to ensure the ongoing financial viability of the School.

The audited financial statements include the Board opinion that “...*there are reasonable grounds to believe that Pulteney Grammar School Inc will be able to pay its debts as and when they become due and payable*”.

The School's financial reports are audited on an annual basis by Nexia Edwards Marshall – independent chartered accountants and advisors. In their opinion, the financial report of Pulteney Grammar School gives “... *a true and fair view of the School's financial position as at 31 December 2021 and of its financial performance for the year then ended*”.

SOURCES OF FUNDING



8. SENIOR SECONDARY OUTCOMES

YEAR 12 SACE RESULTS

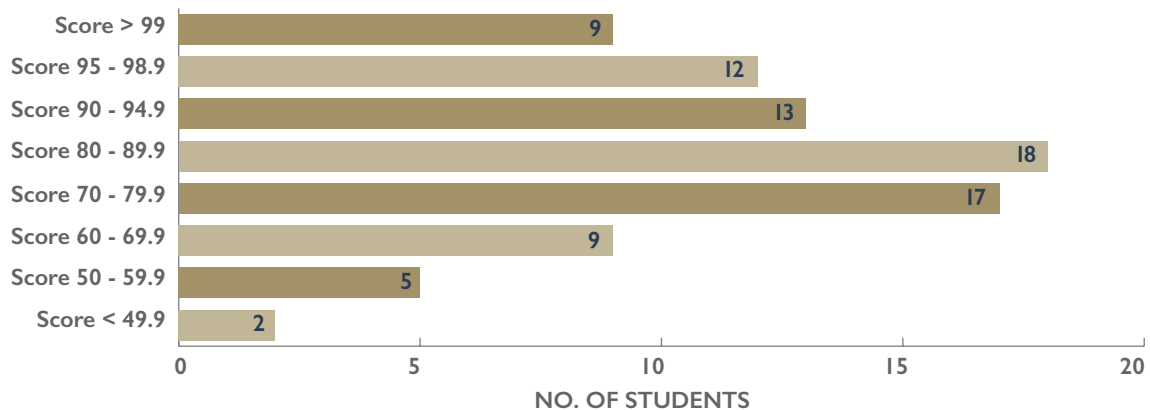
Pulteney remains committed to an educational focus of open, non-selective academic enrolment for students of all abilities.

Academic results in the 2021 South Australia Certificate of Education were notable and demonstrated the scholarship and application of an outstanding group of young adults.

ATAR percentages and Median score:

- 33 students with an ATAR over 90
- Median ATAR was 87
- 9.4% of students with an ATAR of 99+
- 25% of students with an ATAR of 95+
- 38.8% of students with an ATAR of 90+

2021 RANGE OF ATAR RESULTS

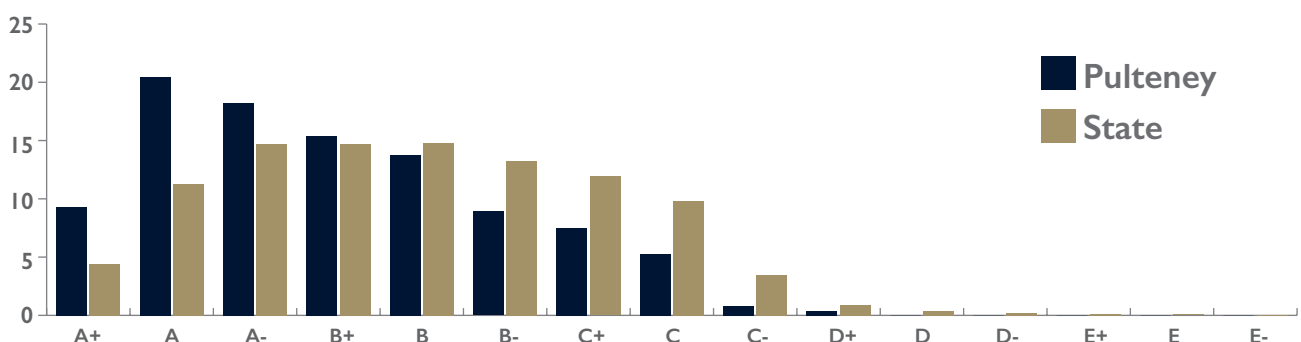


2021 MERIT LISTINGS

20 achieved by 16 students in 14 subjects



2021 GRADE DISTRIBUTIONS



POST SCHOOL DESTINATIONS

Pulteney's Year 12 cohort for 2021 was 88 students.

- 6 students did not apply for any SA/Australian tertiary study
- 82 students applied to TAFE or SA/interstate Universities for further study
 - > Of the 88 students, 99% received an offer
 - > Of the 99% of students who received an offer:
 - 93.75% were offered their first or second preference.

| 2021 | |
|-------------------|--------|
| First Preference | 78.75% |
| Second Preference | 15% |
| Third Preference | 2.5% |
| Forth Preference | 2.5% |
| Fifth Preference | 1.25% |

2021 TERTIARY COURSE DESTINATIONS

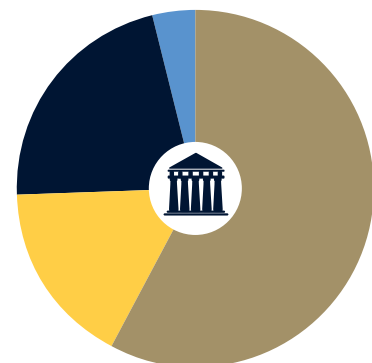
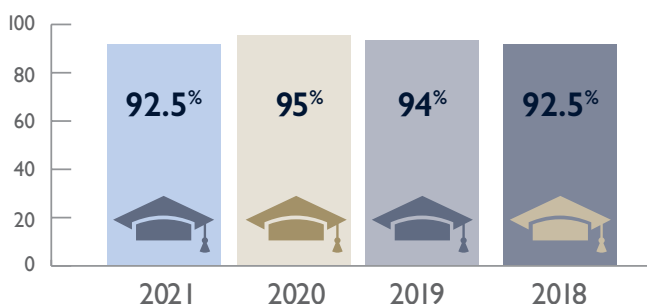


Total 80

LEARNING BEYOND PULTENEY GRAMMAR

The Class of 2021 were a talented group of young people who had a diverse range of interests and abilities. These graphics below and overleaf highlight this diversity and represent their learning destinations and career choices beyond Pulteney in 2022.

Percentage of students who received tertiary offers for their first or second university preference.



2021 TERTIARY DESTINATIONS

- University of South Australia **32.5%**
- Flinders University **23.75%**
- University of Adelaide **40%**
- Interstate (Monash, Griffiths, ANU) **3.75%**



PULTENEY

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