



SCHOOL PERFORMANCE REPORT 2024



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As part of its funding agreement with the Commonwealth Government, Pulteney Grammar School is required to make specific ‘School Performance Information’ available to the school community. This information is communicated through the School’s official channels and is also accessible via the School website.

The following provides a detailed response under the headings mandated by the Commonwealth Government and relates to the 2024 school year.

If you have any questions regarding this information, please contact the Principal’s Executive Assistant, Mrs Ruth Barnden, at ruth.barnden@pulteney.sa.edu.au or on 8216 5502.

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PULTENEY GRAMMAR SCHOOL PERFORMANCE REPORT 2024

This report outlines the key achievements of 2024, reflecting the strength and value of the Pulteney Experience. As we continue to strive for excellence in all areas of teaching and learning, our commitment remains clear: to provide every child with a meaningful, lifelong education.

Founded in 1847, Pulteney Grammar School is proud of its history as one of Adelaide’s oldest schools, uniquely located in the heart of the city. A co-educational independent school, it focuses on personalised learning, academic excellence, and equipping every student to thrive with confidence, compassion, and purpose.

Pulteney is a vibrant and inclusive community where students are known, valued, and guided to become the best versions of themselves. Our responsive, research-informed approach to learning empowers students through real-world projects and innovation. Each learner is mentored and supported by dedicated teachers, strengthened by strong partnerships with institutions such as UniSA, a robust curriculum, and state-of-the-art facilities.

Wellbeing is central to every stage of the Pulteney journey, supported by inclusive pastoral care. We take pride in our award-winning Performing Arts faculty and outstanding sports programs, including senior coaching opportunities, both of which contribute to the depth and fulfillment of student life.

Specialist lessons begin early, supporting children’s development in language, mathematics, social skills, and academic achievement, laying a strong foundation for life beyond school.

ENROLMENTS (R-12)

Total Enrolments (R-12)	886
Girls	385
Boys	500
Non-Binary	1
Full-time equivalent enrolments	886
Indigenous Students	0.45%
Language other than English	13.20%
Student Attendance Rate	91.71%

PULTENEY'S STRATEGIC INTENT



1. AN INNOVATIVE AND INTEGRATED LEARNING ENVIRONMENT



Engagement
with learning



Essential
life skills



A global
perspective

2. EMPOWERED, MOTIVATED, AND RESILIENT STUDENTS



Confidence



Resilience



Independence

3. AN OUTSTANDING TEACHING AND LEARNING EXPERIENCE



Mentorship



Personalised
attention



Support

4. SKILLED, PASSIONATE, AND COMMITTED STAFF



Wellbeing



Excellence in
education



Diversity

5. COLLABORATIVE AND CREATIVE PARTNERSHIPS



Social ties



Collaboration



Global
connection

6. A HIGH-PERFORMING ORGANISATION



Operational
excellence



Values and
experiences



Innovation

TEACHER STANDARDS & QUALIFICATIONS

In addition to these formal qualifications all staff complete mandatory RRHAN Certification training and First Aid, and teaching staff hold the required qualifications for Teacher Registration in South Australia, including a South Australia Working with Children Check. In 2024, 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.

QUALIFICATIONS OF TEACHING STAFF

Qualification	No. of Staff
Undergraduate Degree	103
2nd Undergraduate Degree	26
Undergraduate Diploma/Certificate	3
Postgraduate Diploma/Certificate	22
Postgraduate Masters	41
Postgraduate Doctorate	3

WORKFORCE COMPOSITION, INCLUDING INDIGENOUS COMPOSITION

Teaching Staff	121
Full Time Teaching Equivalent	106.95
Non-Teaching	57
Full-Time Non-Teaching Equivalent	48.02
Indigenous Staff	0



STUDENT ATTENDANCE

Pulteney maintains a consistently high level of student attendance, reflecting the strength of our student support, wellbeing programs, and the genuine sense of belonging students feel at school each day.

In 2024, the average student attendance rate was **91.71%**, indicating that, on average, students attended school on more than 9 out of every 10 days.

Regular attendance is vital for academic success, social development, and a strong connection to school life. At Pulteney, we believe that students thrive when they feel known, valued, and supported

—and our high attendance rates reflect this commitment.

We foster a positive school culture where students are eager to attend, supported by:

Strong relationships with teachers who take the time to know each student and guide their learning.

Comprehensive wellbeing and pastoral care programs designed to support students’ social and emotional development.

A safe, welcoming, and engaging environment where students feel happy, connected, and motivated to learn.

To ensure timely and accurate attendance records, the School offers multiple channels for notifying student absences. If a student is absent without explanation, a text message is sent to the parent or guardian by 10.00am, followed by a phone call if required. Longer-term absences are coordinated through communication with the relevant Head of School.

Pulteney’s commitment to student wellbeing, connection, and engagement continues to underpin our strong attendance outcomes.

	REC	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Overall % Attendance	94.59	93.93	94.14	92.49	92.65	93.40	91.73
	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11	YEAR 12	
Overall % Attendance	92.26	90.17	90.22	90.98	89.32	91.52	

STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING (NAPLAN)

Each year, all students in Years 3, 5, 7, and 9 participate in the **National Assessment Program – Literacy and Numeracy (NAPLAN)**. These Australia-wide assessments are designed to measure essential skills in **reading, writing, spelling, grammar and punctuation, and numeracy**. NAPLAN provides data to schools about student progress and achievement in foundational areas of learning.

The assessments help identify the proportion of students meeting or exceeding national benchmarks and assist in tailoring teaching to support continued student growth.

The results for Pulteney in 2024 are provided in the table below.

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	447	442	427	460	425
Year 5	525	509	506	540	526
Year 7	585	581	556	574	588
Year 9	612	624	584	598	611

Interpreting the NAPLAN results table



Well above



Above

PARENT, STUDENT, AND TEACHER VOICE

Teacher satisfaction is determined through the teacher appraisal process, staff meetings, regular Consultative Committee meetings, various surveys on key initiatives, and both formal and informal conversations.

The Principal regularly meets with students and student leaders to discuss their experience of a Pulteney education. Across these discussions, all student groups consistently identify a strong sense of belonging, individual support, and the strength of the school community as defining features of their positive experience.

Further feedback from students is gathered through Student Forum meetings across upper primary, middle, and senior year levels—led by student leaders—as well as regular House meetings. Students in Years 3–12 also participate in the teacher appraisal process by providing thoughtful feedback to support teacher reflection and goal setting.

Parental views are also welcomed and encouraged through telephone, email, interviews, community forums, Parents and Friends meetings, and various school-wide surveys.

SCHOOL INCOME BROKEN DOWN BY FUNDING SOURCE

As an independent school, Pulteney’s ability to deliver high-quality teaching and learning programs, as well as maintain and improve facilities, is largely supported by parent contributions through tuition fees. These contributions form the primary source of funding for both educational programs and long term capital works.

In addition, recurrent government funding from both Commonwealth and State programs provides valuable support, helping to ensure the School remains financially viable to meet the evolving needs of students and staff. All funding sources are managed responsibly and strategically by the

Board of Governors and Business Director to support Pulteney’s continued growth and educational excellence.

The table below provides a breakdown of the School’s funding sources in 2024.

Australian Government Recurrent Funding	20%
State/Territory Government Recurrent Funding	4%
Fees, Charges and Parents’ Contributions	74%
Other Income	2%



SENIOR SECONDARY OUTCOMES

Class of 2024 results and tertiary destinations

POST SCHOOL DESTINATIONS

Pulteney's Year 12 cohort for 2024 was 97 students.

- 4 students did not apply for any university/TAFE study
- 4 students pursued/continued their apprenticeship pathway
- 89 students applied to SA, interstate or overseas universities/colleges/TAFE/RTO
- Of the 89 students, 99% received an offer
- Of the 99% of students who received an offer:
- 94.32% were offered their first or second preference

University	Number
University of Adelaide	40
Flinders University	11
University of South Australia	29
Interstate/Overseas	8

2024 University Preferences	
First Preference	87.5
Second Preference	6.82
Third Preference	3.4
Fourth Preference	1.14
Fifth Preference	-
Sixth Preference	1.14



2024 University Preferences	Number 2025
Architecture/Design/Contemporary Art	4
Arts/Advanced/International Relations	3
Business/Innovation & Entrepreneurship/Commerce/Finance/Economics (Tourism, Property, HRM, Sports & Rec Mgt)	11
Construction Management & Economics (Advanced)/Project Management	3
Creative Arts	1
Education	1
Engineering (Mechanical, Civil, Architectural + pathways/flexible entry options)	9
Foundation Studies	1
Health &/or Medical Sciences (Advanced)	1
Information Technology/Computer Science	1
Law/Legal/Criminology	15
Maths	1
Media/Journalism	2
Music/Music Theatre	2
Nursing/Midwifery	4
Outdoor Education & Leadership	2
OT/Medicine/Medical Radiation/Speech Pathology/Paramedics/Prosthetics/ Pharmacy	10
Physiotherapy/Human Movement/Nutrition/Exercise Science/Clinical Exercise Physiology	8
Psychology/Social work	7
Science (Advanced, Biomedical, Biotechnology, Agriculture, Animal, Veterinary Technology/ Bioscience, Marine Biology/Conservation, Space Science)	2

OUTSTANDING RESULTS FOR THE CLASS OF 2024

It is with immense pride that we extend our heartfelt congratulations to the Year 12 Class of 2024 on their outstanding achievements.

Top Achievers

DUX OF PULTENEY:

Sarah Ninio – ATAR 99.9

JOINT PROXIME ACCESSITS:

Cameron Hughes – ATAR 99.3

Leo Zhu – ATAR 99.3

Key Highlights

Median ATAR: 89

80% of students achieved A Band results

25 SACE Subject Merits awarded across 17 subjects

100% of students achieved their SACE

ATAR Achievements

ATAR OF 95+

A significant proportion of students scored above the 95 mark, placing them in the top echelon nationally.

ATAR OF 90+

A high number of students achieved an ATAR of 90 or above, reflecting the consistent academic strength of the cohort.

Subject Merits Achieved

25 merits awarded to 18 students across the following subjects:

- Accounting
- Biology
- Chemistry
- Dance
- English
- English Literary Studies
- General Mathematics
- Geography
- Legal Studies
- Mathematical Methods
- Modern History
- Music Performance - Solo & Ensemble
- Psychology
- Research Project
- Business Innovation
- Media Studies

University Extension Programs

Six Year 12 students undertook university-level studies through:

Headstart (University of Adelaide)

Extension Studies (Flinders University)

Accelerate (UniSA)

ACHIEVEMENTS:

5 x High Distinctions

1 x Distinction

3 x Credits

ATAR Achievements

32 students completed VET qualifications in:

- Automotive
- Beauty Services
- Business & Entrepreneurship
- Construction
- Cookery
- Early Childhood Education
- Electrotechnology
- Engineering
- Fitness
- Legal Services
- Screen & Media
- Visual Arts

