



Annesley College



School Performance Information 2011

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Introduction

In 2011 Annesley College was a Uniting Church day and boarding school for girls from early learning to Year 12. Established in 1902 (formerly Methodist Ladies College), the school was distinguished by the sense of community and caring between students, staff and parents. The key priorities of Learning for Life, Quality Teaching, Community Engagement, Raising Leaders and Sustainability were developed in the 2010 -2012 College Strategic Plan.

In 2012 Annesley College opened its doors as Annesley Junior School- a school proudly built on MLC/Annesley traditions. At Annesley Junior School our children from two years of age to Year 6 are active participants in a community of learners. Students engage in a rigorous learning program with a focus on leadership, service and community sustainability. Student learning is not confined within the boundaries of traditional subject areas but is supported and enriched by them – our boys and girls engage in a ‘hands on’ approach and have access to our extended community for specialist knowledge and ‘real life’ experiences.

Values form the basis of our teacher and student interactions. They are implicitly and explicitly taught through role modelling, their inclusion in trans-disciplinary units, discussion, questioning, through guided reflection and timely consideration of daily interactions. Our ten core values are embedded in our daily practice:

Courage	Justice
Resilience	Compassion
Responsibility	Respect
Humility	Gratitude
Civility	Integrity

The Reggio Emilia philosophy supports our practice in the Early Learning Centre. The environment fosters the inquisitive nature of children by providing materials and experiences that stimulate the senses encouraging expression through visual arts, technology, music, dance and oral development. The child and the educators work in partnership to discuss, wonder, reflect and collaborate in building new understandings of each other and the world we live in.

The curriculum at Annesley Junior School is engaging, challenging and relevant, and actively supports the developmental differences and learning styles of our girls and boys. It is framed by the pedagogy of the International Baccalaureate Primary Years Program (IB PYP). In the IB’s own words: The IB Primary Years Program, for students aged 3 to 12, focuses on the development of the whole child as an inquirer, both in the classroom and in the world outside. It prepares students to be active participants in a lifelong journey of learning.

Teacher Standards and Qualifications in 2011

All teachers were registered with the South Australian Teachers Registration Board and met the requirements for registration including mandatory notification and criminal history check. All staff participated in a three year cycle of in-house training in first aid and mandatory notification. A number of teaching staff had multiple qualifications including Masters and Bachelor Degrees, Graduate Diplomas, Diplomas and Certificates.

100% of teaching staff had at least one teaching qualification

23% had two professional qualifications

11% had three or more professional qualifications

Professional Learning Activities for Teachers

Mathematics Teachers' Conference

History Teachers' Conference

Flinders' University Language Teachers' Professional Seminar

Teaching Text Types in the Languages Classroom

Languages Other Than English for Littlies

National Early Childhood Curriculum Workshop

An Overview of the Reggio Emilia Experience

How to implement a Technology Program that meets the Middle Years Program

Thinking, Learning and Assessment by Lane Clark

SA French Teachers' Conference – Formulaire d'inscription au colloque de la SAFTA

IWB Net Conference

Developing Students as Writers

Teaching History in the Australian Curriculum

Photostory for Language Teachers

Stage 2 Mathematics Assessment

Teaching Text Types in the Languages Classroom

Instructional Leadership

NAPLAN Professional Development

Science Movin' and Groovin'

Developing Career Awareness in the Personal Learning Plan

Science in the Australian National Curriculum

Galvanising the Proficiency Strands in Mathematics

Cert IV Training and Assessment Workshop

Solving Words: Guiding Thinking for Effective Spelling

Optimistic Kids Positive Education Course

AISSA Early Career Teachers Program

Workforce Composition, including Indigenous Composition

In 2011 88% of our staff were female and 12% were male. None of our staff members were indigenous.

Student Attendance at School

The total student attendance in 2011 was 94.7%.

Attendance rate – overall % attendance										
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 9	Year 10	Year 11	Year 12
95.5%	93.6%	93.3%	99.3%	100.0%	97.1%	85.4%	94.2%	93.3%	92.9%	96.3%

The College sends an SMS text message to the person responsible for the student if no notification of a student absence has been received. Days absent are noted on student reports at the end of a semester.

Senior Secondary Outcomes

SACE results for 2011:

- All students achieved their SACE
- 47% of students achieved an ATAR of 90 and above
- 82% of all subject grades were in the A or B grade levels

Student Outcomes in Standardised National Literacy and Numeracy Testing

Percentage of Students At or Above the National Minimum Standard

	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
Year 3	100%	100%	100%	100%	100%
Year 5	100%	100%	100%	100%	100%
Year 9	100%	100%	100%	100%	100%

The table below displays NAPLAN mean scores for each domain in 2011, details of which are taken from the ACARA website.

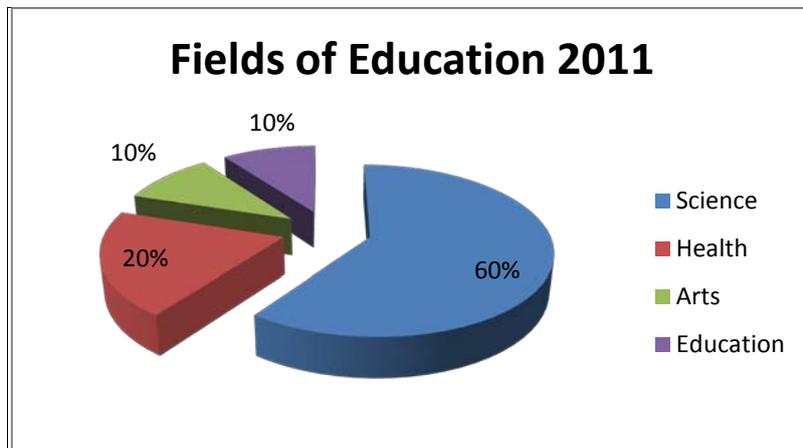
	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
Year 3	476	422	467	465	409
Year 5	578	527	527	565	502
Year 9	637	628	670	657	644

7 % of students were absent or withdrawn by their parents.

Post School Destinations

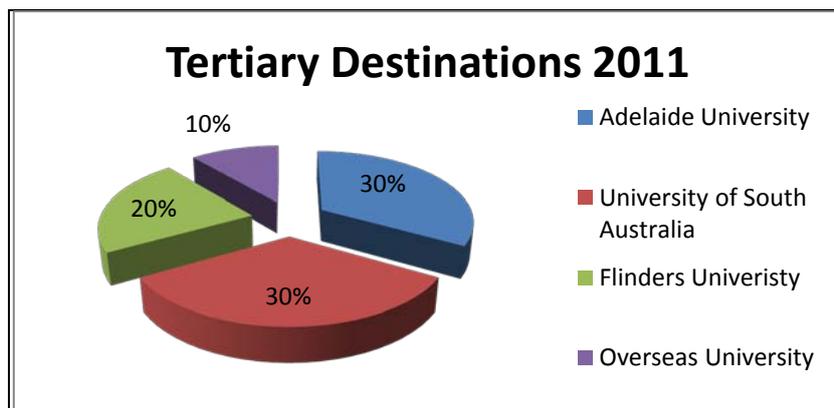
Fields of Education

The areas of study chosen by our Year 12 students were varied but Sciences were strongly represented followed by Health.



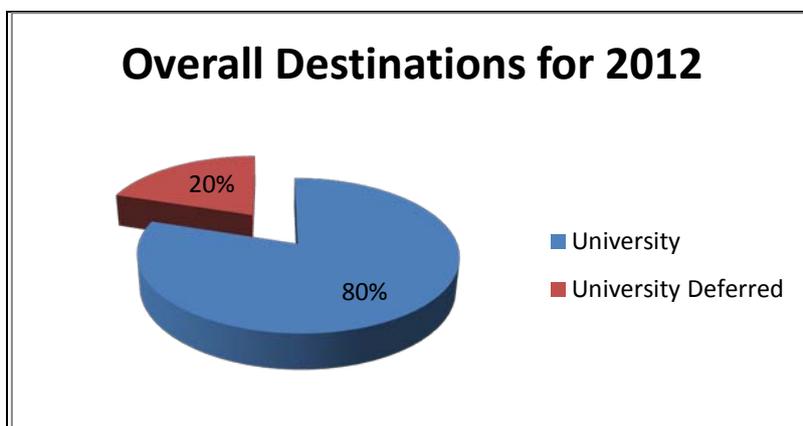
Tertiary Destinations 2011-2012

All universities are well represented with Adelaide University and University of South Australia being equally the most popular. A smaller number of students are attending interstate or overseas universities including Bond University. The graph does not include those who have deferred.



Overall Destinations

The pattern of overall destinations has been consistent with around 80% going to university.



Parent, student and teacher satisfaction with the school

Annesley collects information relating to parent satisfaction through a range of means including staff presence at and involvement with the meetings of community groups such as Annesley Parents Association, Annesley Boarders Parents Association, Old Scholars Association; community breakfasts and coffee mornings; regular student reporting and feedback from the fortnightly newsletter. Both the Principal and Chair of Council have a dedicated email address which is made available to all parents for direct communication. During Term 3 the Principal met with all Year 12 students for morning tea. Students were invited to share their hopes for life after school and to give feedback on their schooling experience at Annesley.

In the Junior School, the Student Representative Council (SRC) and members of the Junior School Leadership Team (JLT) met twice a term with the Head of Junior School and reported upon the work of their portfolio. In the Secondary School, the members of the Student Governing Council were the voices of the students. Representatives met weekly with the Director of Learning to discuss student led initiatives including events and competitions. Raising concerns and reporting achievements in these forums helped to maintain and improve the wellbeing of all students.

Teaching and non-teaching staff met regularly with the College Leadership to discuss operational and planning initiatives. Communication was encouraged through the open-door policy of every Executive member. Staff achievements are recognized in the Principal's Report to Council and in the Annesley newsletter. The Annesley Staff Association met each term providing a forum to organise staff social activities and time when concerns could be expressed and conveyed to the Principal.

An on-line survey was conducted at the school during August 2011. Parents and students were encouraged to participate.

Parent Survey (55% response rate)

Main areas of strength:

- High quality teaching.
- High expectation of students.
- Educational leadership in the school.
- Warm and positive learning environment.
- Outstanding response recognising the warm environment and positive staff.

Areas of neutral response:

- Teachers informing parents of the student learning program.
- Parents being provided with the opportunity to comment on changes to educational programs or school activities.

Areas for improvement:

- Providing more information to parents about educational frameworks and methodology
- Informing parents as to how the school is addressing the improvement of student achievement.
- Increasing the interaction between school management and parents.

Student Survey (95% response rate)

Areas of Strength:

- Active support provided for students academically, socially and emotionally.
- Teachers make learning interesting and accessible.
- The school motivates you to do your best.

- Teachers provide feedback so that I can achieve my potential.
- Students understand and support the behavioral expectations of the school.
- The student body is friendly and inclusive.

Areas for improvement:

- Improve consistency across the school in teaching different cultures.
- Explore options for students to have a bigger role in school decision making.
- Explore ways students can actively participate in making decisions about curriculum delivery.

School income broken down by funding source

Students and Families	\$1,141,043	62%
Commonwealth Government	\$ 318,468	17%
State Government	\$ 136,436	7%
Other Sources	\$ 256,592	14%
Total income	\$1,852,539	

