

## Westminster School 2016 Performance Measures

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As part of Westminster 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 electronic newsletter, Westminster News, 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 2016 school year.

### **1. Contextual information, including Characteristics of the Student Body**

Westminster School is a non-selective Uniting Church, Early Learning to Year 12, co-educational, day and boarding school on 23 hectares in Marion, Adelaide. The School has grown significantly since opening in 1961 to become a leading South Australian independent school.

About 1200 local, regional and international students are enrolled across all year levels. Some scholarships and bursaries are offered.

Dedicated and professional staff members integrate a diverse curriculum, extensive pastoral care and co-curricular programs to engage each student, develop their potential and prepare them for a successful future.

The School encourages community, both within and beyond the school gates, and actively incorporates into everyday school life the values and philosophies of the Uniting Church and Round Square, an international association of schools.

Set on 23 hectares, the attractive School grounds offer spacious playing fields and state-of-the-art infrastructure. A large performing arts precinct, our sports centre with indoor swimming pool, gym, rock-climbing wall and courts, a performing arts centre that includes a performance stage and music centre, a modern Preparatory School library and sports centre, an IT wing, a visual arts centre with a studio for painting and drawing and a 1.82 hectare teaching farm that includes a vineyard, create hubs of constant activity. The School continually works to develop facilities and learning spaces to meet the changing needs of a futures-based education, providing the best opportunities for a wide range of students.

The school is 11km south-est of the city of Adelaide and 15 minutes from Adelaide Airport.

In addition to the School's curricular program, we use a number of strategies to provide a comprehensive and holistic educational program, which extends well beyond the basic curricular requirements.

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Moreover, the School has a strong sense of community, which provides an ethos and values framework which underpins all that we do.

### CO-CURRICULAR PROGRAM

In 2016 In the Senior School, 90% of our students participated in at least one co-curricular activity. This is strongly encouraged at the School, as we have found that students tend to perform best academically and personally, when they are engaged through participation in voluntary School programs.

Almost 69% of students participated in two co-curricular activities or more. Co-curricular activities included the following:

- 77 sporting teams.
- 14 musical ensembles.
- 2 major outdoor education programs including the Duke of Edinburgh's Award scheme.
- 24 other co-curricular activities, including Dance, Creative Arts and a range of clubs.

In 2016 in the Preparatory School, 98% of our students participated in at least one co-curricular activity. The co-curricular program included 65 separate activities offered to students, including eight music ensembles, 42 sporting teams and 17 other activities.

### INTERNATIONAL / COMMUNITY OUTREACH

Westminster is a member of two major international education associations – Round Square and the International Association of Methodist Schools, Colleges and Universities. Through these involvements, students were able to participate in student exchanges, regional and international conferences, and service projects locally and internationally.

With the focus on service resulting from membership of these organisations, all Westminster students participate in service activities, including collection for charities, Year 8 and Year 10 compulsory service days and House-organised charity and service events.

In 2016, we sent a student and staff delegation to a Round Square schools' international conference in Switzerland and a separate Senior School service projects to Nepal. 28 Senior School students travelled overseas for exchange experiences.

### SPIRITUAL LIFE AND ETHOS

As a Uniting Church School, Westminster provides experiences of worship for all students. The School Chaplains provide pastoral support and religious occasions, such as Holy Week leading up to Easter, are celebrated in appropriate ways. The school council includes at least one member of the Uniting Church as well as the moderator's representative. In 2016, Westminster again ran the 'Westminster Christmas Lights', which saw the School campus lit up with Christmas lights over six days leading up to Christmas for the benefit of the community.

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### SCHOOL COMMUNITY

During 2016, our various parent and School community groups were active within the School. These groups organised social and fundraising events, including the School Fair, fundraising lunches and dinners, reunion events, Fathers' Day breakfast, Grandparents' Day along with many other events.

The groups include the following:

- Westminster School Foundation
- Friends of Westminster
- Boarder Parents Association
- Friends of Music and Performing Arts
- Old Scholars' Association
- WARTS/WAVE

We promote the community life of the School through special events such as Speech Day, Preparatory School Certificate Ceremony, Leaders' Induction Service, Preparatory and Year 8 Grandparents Days, Valedictory Service and Dinner, and House dinners.

In 2016, our Preparatory School Chaplain continued to create opportunities for parents to meet and discuss School matters, special interest items and contemporary issues; thus consolidating ties between parents and the School. This forum has assisted the Preparatory School Chaplain in identifying areas of need.

### 2. Teacher Standards and Qualifications

133 full-time, part-time and fixed-term contract teachers taught at Westminster during 2016. The relevant educational qualifications of teaching staff are as follows:

Qualification level	Number
Doctor of Philosophy (PhD)	2
Master of Education (M.Ed) or related Masters	17
Base teaching qualification plus extra Post-Graduate Diploma/Certificate	17
Post-Graduate Diploma of Education (Dip.Ed)	28
Bachelor of Education	67
Diploma of Teaching	2

In addition to these formal qualifications, all teachers complete required training in Responding to Abuse and Neglect and First Aid, and hold the necessary qualifications for Teacher Registration in South Australia, including a Criminal History Check.

A list of teachers with their full academic qualifications, is published in the 2016 School magazine, or can be obtained from the School office on request.

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### EXPENDITURE AND TEACHER

#### PARTICIPATION IN PROFESSIONAL LEARNING

All teachers in South Australia are required to provide evidence of ongoing professional learning in order to maintain their teacher registration. Westminster School supports teacher participation in professional learning by acknowledging and supporting the variety of ways in which adult learning occurs, ranging from formal study and targeted professional learning programs to learning through collaboration and deliberate on-the-job practice. Opportunities for professional learning are offered both on-site and off-site.

In 2016, 93% of teachers developed and submitted individual professional learning plans, with specific learning goals and strategies to achieve them. These strategies took a variety of forms including whole staff professional development, separate sub-school activities, focus activities for groups of teachers and attendance at workshops, seminars and conferences (local, national and international) for individuals or small groups.

Key on-site professional learning programs in 2016 included:

- Youth Mental Health Awareness and First Aid (Senior School)
- Effective Pedagogy (Preparatory School)
- Developing Writers (Preparatory School)

Key foci of collaborative learning in the Senior School included:

- Developing structured and sequential curriculum
- Preparation for new SACE courses.

Over \$42,000 was expended to support teacher attendance at off-site workshops, seminars, conferences, in addition to costs incurred for replacement teachers where required. There was further investment in compliance training and study support. Professional Learning opportunities are also provided to non-teaching staff.

In 2016, three teachers received financial support for Post-Graduate study. Studies undertaken included Master of Business Administration and Professional Certificate of Education (Positive Education).

Since 2000, the Westminster School Foundation has provided up to \$15,000 each year to fund significant teacher learning initiatives developed by staff, through the William McDonald Fellowship program. In 2016, one William McDonald Fellowship was awarded. The fellowship project involves identifying and exploring exemplary indigenous education programs in New South Wales and Victoria which have had success in improving academic success rates and Year 12 completion, and visiting relevant school to observe their practices. The goal is to develop a best practice teaching framework and pastoral care model for Westminster's indigenous students in order to improve academic success rates and SACE completion rates.

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There are a number of regular teacher development activities, including induction processes for new staff, mentoring for new staff and student teachers, out of school hours meetings on a range of committees and task groups at the School, and staff performance development activities.

### STAFF ATTENDANCE

The average attendance rate provides the percentage of time over the year that our staff were at work. Staff absences may be for a range of reasons, including illness, carer's leave, bereavement leave, and so on. Staff on long-term leave for reasons such as maternity leave, long service leave, etc, where a replacement employee has been contracted to fulfil this person's duty, are not included in these figures.

The average attendance rate for teachers at Westminster School during 2016 was 97%. The absences amount to 5.03 days each per year (2.6%). The bulk of these absences were for carer's leave, with staff on average missing 1.5 days per year for sick leave, bereavement leave, unpaid and special leave.

### 3. Workforce composition

Teaching staff (Headcount)	121
Full-time equivalent teaching staff	112
Non-teaching staff	86
Full-time equivalent non-teaching staff	68.98
Number of Aboriginal and Torres Strait Islander staff	0

The 2016 Preparatory School academic program was presented by classroom teachers and specialist teachers of Art, Music, Physical Education, Learning Support and Enrichment, Languages and Library. The Preparatory School was structured with Deputies of Upper, Middle and Junior Primary and an Early Learning Centre Coordinator reporting to the Head of Preparatory School. In addition there were six Heads of House leading R-7 pastoral and development programs and a Head of Sport and Physical Education.

The 2016 Senior School academic program was presented through teaching faculties covering the full Australian Curriculum plus Religious and Values Education and Careers. The Senior School was structured with ten Heads of House responsible for pastoral and academic oversight of a group of students from Year 9 to Year 12, reporting to the Head of Senior School and Curriculum Leaders heading each faculty, reporting to the Director of Learning. Other Positions of Responsibility included Head of Year 8, Head of Senior Students, Head of Boys' and Girls' Sport, International Students Coordinator and Indigenous Students Coordinator.

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2016 saw the introduction of a Wellbeing Coordinator. Students were supported in other aspects of their development and wellbeing by roles including Senior and Preparatory School Chaplains, Counsellor, Health Centre Officers, Boarding Housemothers, Learning Support Assistants, Early learning Centre Assistants, Librarians and ICT Services.

Other areas of the School with significant numbers of permanent and fixed term staff included School Administration, Development Office and Property Services.

Areas of the School with significant numbers of casuals or contractors included: Hobbyist coaches; Instrumental music tutors; Outdoor Education instructors; Out of School Hours Care; Sports and Swimming Centre operations; and Girls' and Boys' Boarding Houses.

In 2016 the School Leadership Team included the Principal, Head of Senior School, Head of Preparatory School, Director of Learning (R-12), Director of Activities and Residential Community, Director of Corporate Services, Director of Development, Director of Information Services and Director of Organisational and Professional Growth.

### 4. Student Attendance at 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. In 2016, the average student attendance rate was 95.8%.

#### STUDENT ATTENDANCE RATES

Year 0	95.21
Year 1	95.04
Year 2	94.22
Year 3	95.57
Year 4	94.29
Year 5	94.57
Year 6	95.72
Year 7	95.05
Year 8	94.6
Year 9	92.93
Year 10	94.2
Year 11	94
Year 12	92.07
<b>Total</b>	<b>94.40</b>

Non-attendance is followed up on a daily basis. If no notification of a student absence has been received the person responsible for the student is telephoned that morning.

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### 5. Senior Secondary outcomes

Year 12 results are reported directly to all parents and other members of the School community through the School Bulletin and the periodical publication Westminster News.

The following are some key statistics:

- The average (mean) Australian Tertiary Admissions Rank (ATAR) for 2016 was 82.03 and the median ATAR was 85.50. These are a distinct improvement on previous years.
- 99.2% of students eligible to complete SACE did so.
- The average School subject achievement score for 2016 was a B/B+ (14.8/20) grade.
- 42% of all grades obtained were As and 85% were As or Bs.
- 0.64% of grades were D's or E's.

All students were originally enrolled on a pathway to obtain SACE, although a few chose Stage 2 subjects that would not give them a ATAR.

154 students participated in VETis programs during 2016 and 60 full VET Qualifications were completed in 2016.

- 44 Certificate 2
- 15 Certificate 3
- 1 Certificate 4

Under the Australian School Based Apprenticeships, 6 students commenced a Traineeship/Apprenticeship during 2016, while 7 student completed a previously commenced Traineeship/Apprenticeship.

### 6. Student Outcomes in standardised national literacy and numeracy testing

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 the national benchmark. Data for Westminster School students in Years 3, 5, 7 and 9 for 2016 is shown in the following table.

#### NAPLAN TESTING BENCHMARKS

Proportions of Years 3, 5, 7 and 9 students meeting national reading, writing, spelling and numeracy benchmarks.

2016	Year 3	Year 5	Year 7	Year 9
<b>Reading</b>	100%	100%	98%	97%
<b>Writing</b>	98%	98%	93%	95%
<b>Numeracy</b>	100%	98%	98%	99%
<b>Spelling</b>	100%	98%	97%	95%
<b>Grammar/ Punctuation</b>	100%	100%	97%	98%

## 7. Parent, student and teacher satisfaction with the School.

Overall, satisfaction levels at the School are high, with sound retention rates for students and teachers, and enrolment growth. Enrolments continue to be close to the highest on record. This indicates sound satisfaction levels.

The School surveys all departing families of students below Year 12 to determine reasons for leaving. The number of departures in 2016 was similar to previous years, with the largest groups leaving because of relocation (33%) and financial difficulties (45%).

### PARENT SATISFACTION

Feedback from parents occurs through a number of sources, some formal and some informal. In 2016, feedback was gained from parents through School community groups such as the Friends of Westminster, Parents' Club and Boarder Parents Association. Such feedback is always welcome.

A key source of feedback from parents was a parent satisfaction survey conducted in Term 4 2016. In November 2016 this online survey was conducted to gauge our parents' level of satisfaction with Westminster School. The survey found that 88% of parents reported being very satisfied or satisfied with the School, compared to 81% satisfaction recorded in a similar survey in 2014.

Feedback is also gathered through interactions between key pastoral staff, such as House Heads, and families.

Overall the feedback is positive and affirming, and we have also received some constructive ideas on different matters.

### STUDENT SATISFACTION

Indicators of student satisfaction are derived from the following sources: feedback to key pastoral care staff, input from key student bodies such as the School Leaders and the Student Representative Council, and feedback from key pastoral care staff, individual representations, and particularly through the Year 12 exit survey conducted each year.

The Year 12 exit survey provided feedback on a number of areas. Students responded that they felt safe and secure and appreciated the facilities that were provided. They strongly believed that Westminster had a strong reputation within the wider community. There was a strong feeling within the Year 12 group that they would recommend Westminster School to others.

Students identified the following positive aspects of their experience:

- Their satisfaction in belonging to the Westminster community and the good reputation and standing of the School in the community.
- Excellent facilities.
- Helpful and encouraging teachers.
- Broad curricular and co-curricular program catering for a wide range of student interests.
- The House system.
- The strong collaboration between staff and students.

Areas for attention identified by the students included the following:

- More drinking fountains.
- Establish more quiet study areas.
- Continue to implement programs to address mental health and well being.

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### TEACHER SATISFACTION

Teacher satisfaction is gauged from the individual teacher performance review process, discussions and feedback at staff meetings, matters raised directly by individuals with management staff, and staff retention rates.

In general, staff turnover is low with staff leaving the school due to retirement or winning promotion position elsewhere.

### 8. Post School destinations

Of the students who completed Year 12 in 2016 , the following were their destinations:

- 95% were accepted into further study.
- 3% undertook GAP years prior to starting study.
- 2% entered the workforce.

### 9. School Income by Funding Source (2015-16)

