

Westminster School 2010 Performance Measures

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 basketball courts, a performing arts centre that includes a performance stage and music centre, a new Preparatory School

library and sports centre, a new 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 ICTs 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-west 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.

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 2010 In the Senior School, 87% 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.



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Almost 47% of students participated in three co-curricular activities or more. Co-curricular activities included the following:

- 91 sporting teams.
- 13 musical ensembles.
- 2 major outdoor education programs including the Duke of Edinburgh's Award scheme.
- 23 other co-curricular activities, including Performing Arts, Technical Crew, Dance, and School magazine.

In 2010 in the Preparatory School, 97% of our students participated in at least one co-curricular activity, with the highest participation rate being recorded in Year 3, with 100%. The co-curricular program included 65 separate activities offered to students, including eight music ensembles, 40 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 interntionally.

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 2010, we sent a student and staff delegation to a Round Square schools' international conferences in San Francisco and Singapore, and separate Senior School service projects to Kenya and Thailand. 14 Senior School students travelled overseas for exchange experiences. A musical tour was conducted to China and Japan and an Art/Cultural tour went to New York. In addition an Outdoor Education trip went to New Zealand.

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. In 2010, Westminster again ran the 'Westminster Christmas Lights', which saw the School campus lit up with Christmas lights over ten days leading up to Christmas for the benefit of the community.

SCHOOL COMMUNITY

During 2010, 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.



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The groups include the following:

- Westminster School Foundation
- Parents and Friends
- Mothers' Club
- Boarders' Parents
- Friends of Music
- Old Scholars
- Past Parents
- WARTS

We promote the community life of the School through special events such as Speech Day, Preparatory School Certificate Ceremony, Preparatory and Year 8 Grandparents Days, Valedictory Service and Dinner, and House dinners. In 2010, 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

Teacher qualifications

A list of teachers and their academic qualifications appears in the School magazine, which is available from the School office. Of the 123 teachers, including full-time, part-time and contract, who taught at Westminster during the 2010 year, the following may be noted:

- 3 teachers have Doctorates.
- 10 teachers have Master's degrees in a range of education-related areas.
- 98 teachers have Bachelor degrees.
- 12 teachers have Diplomas of Teaching.
- 32 teachers have additional Graduate Diplomas in a range of education-related areas.

In addition, all staff are trained in Mandatory Notification and First Aid and hold Teacher Registration in South Australia.

EXPENDITURE AND TEACHER

PARTICIPATION IN PROFESSIONAL LEARNING

All teachers at Westminster School are required to be involved in Professional Learning Activities. These take 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 for individuals or small groups.

In addition, the School provides support for individuals in further study and specific project work. Through the William McDonald Fellowship, the Westminster School Foundation provides \$15,000 annually for a specific professional development project for an individual staff member. In 2010, one of our Senior School staff researched Outdoor Education programs in Canada and another studied Digital Photography in Queensland. Three staff are currently being



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supported by the school to complete their Masters in Education.

There are a number of other 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 appraisal activities.

In 2010, the average expenditure per teacher on professional development was \$1700. This does not take into account the individually funded component of professional learning activities which a number of teachers undertake.

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, short-term parenting 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 2010 was 98%. The absences amount to 3.6 days each per year (2%). The bulk of these absences were for sick leave,

with staff on average missing one day per year for carer's leave, parenting leave, bereavement leave, unpaid and special leave.

3. Workforce composition

There are a range of specialist teachers on the staff. In addition to subject specialists, many of whom are highly regarded within their professional subject area, there is a student counsellor, and two chaplains. The leadership team includes Heads of both the Senior School and the Preparatory School as well as a Director of Learning with K-12 responsibilities, a Director of Staff Development, a Director of Development, a Director of Boarding and a Director of Activities.

None of the teaching staff have notified the school that they are Indigenous Australians.

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 2010, the average student attendance rate was 94.4%. 56% of absences were because of illness.



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STUDENT ATTENDANCE RATES

Year 1	95.68
Year 2	95.61
Year 3	95.29
Year 4	95.40
Year 5	95.85
Year 6	96.05
Year 7	95.12
Year 8	93.09
Year 9	93.18
Year 10	94.14
Year 11	94.55
Year 12	95.25
Total	94.60

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.

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) Tertiary Entrance rank (ATAR) for 2010 was 79.15 and the median ATAR was 81.45. These are comparable with previous years.
- 97.9% of students eligible to complete SACE did so.

- The average School subject achievement score for 2010 was 15.3.
- The School median subject achievement score for 2010 was 15.0.
- 35.7% of all grades obtained were As and 76.4% were As or Bs.
- 4.9% of grades were Ds or Es.

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.

242 students participated in VET's programs during 2010 and 63 full VET Qualifications were completed in 2010.

- 32 Certificate I
- 28 Certificate II
- 3 Certificate III

Under the Australian School Based Apprenticeships, 9 students commenced a Traineeship/Apprenticeship during 2010, while 9 students continued a previously commenced Traineeship/Apprenticeship.



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PROPORTION OF YEAR 9 STUDENTS

RETAINED TO YEAR 12

In 2007 there were 98 students in Year 9, which had increased to 145 in Year 12 in 2010, providing an apparent retention rate of 147%. This increase is due to a significant increase in students in Years 10 and 11, particularly boarding students in Year 10.

Of the 98 students in Year 9, 85 of these students actually graduated in Year 12, providing an actual retention rate of 87%.

The students who left us did so for a variety of reasons including relocation interstate or overseas, entering employment, undertaking TAFE study, or seeking alternative schooling.

6. Student Outcomes in standardised national literacy and numeracy testing

Each year, all students in Years 3, 5 and 7 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 2010 is shown in the table at the bottom of this page.

NAPLAN TESTING BENCHMARKS

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

2010	Reading	Writing	Numeracy	Spelling	Punctuation/ Grammar
Year 3	98%	100%	98%	100%	100%
Year 5	97%	97%	98%	98%	98%
Year 7	99%	99%	97%	97%	92%
Year 9	95%	93%	97%	92%	97%



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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 2010 was similar to previous years, with the largest groups leaving because of relocation (29%) and financial difficulties (16%).

PARENT SATISFACTION

Feedback from parents occurs through a number of sources, some formal and some informal. In 2010, feedback was gained from parents through School community groups such as the Parents and Friends, Mothers' Club and Boarders' Parents. Such feedback is always welcome.

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 School Leaders and Student Representative Council, individual representations, and particularly through the Year 12 exit survey conducted each year.

The Year 12 exit survey at the end of 2010 again provided directions for future planning and decision-making. Overall, there was a high level of satisfaction expressed by the students, the vast majority of whom have clearly enjoyed and feel they have benefited from their time at Westminster.

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.
- Broad academic program.
- Broad co-curricular program catering for a wide range of student interests.
- Very positive Year 12 experience.
- The House system.
- Friendly and positive atmosphere.

Areas for attention identified by the students included the following:

- Some concerns about the process for appointing School Leaders.
- Tutor time could offer more valuable pastoral activities.



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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 leave the School largely for promotion positions elsewhere, for retirement or for a change in direction.

8. Post School destinations

Of the students who completed Year 12 in 2010, the following were their destinations:

- 94% were accepted into further study.
- 3% undertook GAP years prior to starting study.
- 2% entered the workforce.

9. School Income Broken Down by Funding Source

REVENUE SOURCES - 2010

