



## Statement of School Performance 2017

### Context

Woodcroft College is a coeducational, Anglican day school for students from Reception to Year 12.

It is situated on eight hectares of land, south of Adelaide, and close to the beaches and winemaking areas of the Fleurieu Peninsula in South Australia.

The school opened in February 1989 as an initiative of local Anglican churches and the South Australian Anglican Schools Commission. Originally it was to share the campus with a state government secondary school, but the early plans foundered, and the School Council decided instead to offer both primary and secondary schooling on the site.

Over the years Woodcroft College has developed into three sub schools. The Junior School caters for students from Reception to Year 5, the Middle School Years 6 to 9, and the Senior School Years 10 to Year 12.

Woodcroft College aims to provide students with an excellent, all-round education in a Christian environment. The curriculum is broad and relevant, and is aimed at meeting the students' intellectual, physical, social and emotional needs. Junior School students study International Baccalaureate Primary Years Program (IB PYP), while Middle School students study the IB Middle Years Program (IB MYP). Students in the Senior School can choose between the IB Diploma and the local South Australian Certificate of Education (SACE). Vocational education courses in a range of areas can be counted towards the Certificate.

The school has a strong pastoral care focus, a broad co-curricular program (involving outdoor education, sports, clubs, and the performing arts) and annual student exchanges with Japan, Germany and Italy.

Experienced, trained staff are employed to assist teachers with counselling and guidance issues.

The school is set in spacious, landscaped grounds with modern buildings and extensive playing fields. Specialist teaching areas are well equipped with up-to-date resources and information and communications technology.

### Students

The enrolment is 1266.50 students (August 2017), drawn mainly from the local area. There are 47 Full Fee Paying Overseas Students, mostly from China. Seven students are Australian Indigenous; and there is a small mix of other nationalities in the school.

In addition, a number of students visited on exchange during the year.

Under the Nationally Consistent Collection of Data for Students with Disabilities, 143 students across the College were entitled to receive adjustments to enable them to participate in the school's educational program.

Varied levels of adjustments (i.e. Quality Differentiated Teaching Practices QDTP, Supplementary, Substantial or Extensive) were provided to 56 primary students and 87 secondary students with disabilities identified in the areas of physical, cognitive, social and sensory disability.

105 students across the College were receiving QDTP at this time; 32 students received a supplementary level of adjustments; 6 received a substantial level of adjustments; and no student received an extensive level of adjustment to support learning.

26 students were verified as having a mild, moderate or severe level of disability. LINKED classes in the Middle School (one at each year from 6 to 9) provided intensive Literacy, Numeracy and Social Skill Development in the Middle School. 22 students were on individual learning plans in the Junior, Middle and Senior Schools.



*Vibrant • Innovative • Inclusive*

**An Independent Coeducational Anglican R-12 School**

PO Box 48, Morphett Vale South Australia 5162 T: +61 8 8322 2333 [www.woodcroft.sa.edu.au](http://www.woodcroft.sa.edu.au) Cricos #01645K

### Teacher Qualifications

Four teachers hold teaching Diplomas only; one holds an Advanced Diploma only; fourteen hold Master Degrees; and one holds a Doctorate. The rest hold one or more Bachelor Degrees. Some teachers also hold Graduate Certificates in a range of disciplines and/or TAFE Certificates in VET-related areas.

### Workforce Composition

The majority of staff are Australian-born. A small number were born in the United Kingdom; a smaller number in Europe (mainly Germany); and one in China. None are Australian Indigenous.

### Student Attendance

The College submits a return to the Federal Government in Semester 1. Below are the attendances for Years 1 to 10. The average attendance was 94.22%.

Year	Enrolment	Absences	Attendance %
1	44	4010.14	95.94
2	50	4381.02	94.01
3	58	5257.72	95.42
4	58	5114.79	94.91
5	60	5420.32	95.09
6	114	10085.18	93.90
7	113	10103.81	94.57
8	149	13320.20	94.47
9	152	13477.98	94.36
10	14	12842.50	92.23

Patterns of student attendance are monitored. Protracted student absences are followed up with the families concerned and reported to state government authorities as required.

### Benchmark Test Results

#### *Percentage of Students Meeting the National Minimum Standard*

Year Level	Spelling	Grammar and Punctuation	Writing	Reading	Numeracy
3	98	98	100	96	100
5	98	98	97	95	98
7	97	97	95	97	100
9	96	96	91	98	99

#### *Average Band Score*

Year Level	Spelling	Grammar and Punctuation	Writing	Reading	Numeracy
3	5	5	4	5	4
5	6	6	5	6	6
7	7	7	6	7	7
9	7	8	7	8	8

## Senior Secondary Outcomes 2017

The Highest Australian Tertiary Admission Rank (ATAR) score was 98.75.

SACE	116 of the 117 students attained their Certificate	99.1%
IB	13 of the 16 students attained their Diploma	81%
IB	Students achieved an ATAR above 90	19%
	Students achieved an A Grade	54%
	Average ATAR	87.4
SACE	Students achieved an A Grade	21%
	Students achieved in the B band	52%
	Average College ATAR	71.4
	SACE Stage 2 VET Students	19
SATAC	First round offers	
	99 students of the 101 students who applied for post-school placements received University or TAFE offers	98%

## Post School Options

One hundred and one students applied for post-secondary courses. Ninety nine were successful in the first round of offers

The courses include:

Bachelor of Advertising and Marketing Communication/Bachelor of Business (Marketing); Bachelor of Architectural Design; Bachelor of Architectural Studies; Bachelor of Arts; Bachelor of Arts Pathway Education (Primary R-7); Bachelor of Arts/Bachelor of Science; Bachelor of Arts/ Master of Teaching (Secondary); Bachelor of Aviation (Management); Bachelor of Behavioural Science (Psych); Bachelor of Business (Event Management); Bachelor of Business (Marketing); Bachelor of Business (Tour & Event Management); Bachelor of Business/Master of Management (Tourism & Event Management); Bachelor of Commerce; Bachelor of Communication & Media; Bachelor of Communication and Professional Writing; Bachelor of Computer Science; Bachelor of Creative Arts (Creative Writing); Bachelor of Creative Arts (Fashion); Bachelor of Creative Arts (Screen); Bachelor of Creative Arts (Visual Arts); Bachelor of Criminology Combined; Bachelor of Design (Commercial Design); Bachelor of Disability & Developmental Education; Bachelor of Education (Primary and Middle); Bachelor of Education (Primary R-7)/ Bachelor of Arts; Bachelor of Education (Primary R-7/ Special Education)/Bachelor of Disability Studies; Bachelor of Education (Secondary Food & Textiles); Bachelor of Education (Secondary)/ Bachelor of Arts; Bachelor of Education (Secondary)/ Bachelor of Languages; Bachelor of Education (Secondary)/ Bachelor of Science; Bachelor of Engineering (Honours) (Civil & Architectural); Bachelor of Engineering (Honours) (Civil & Structural) Double; Bachelor of Engineering (Honours) (Electrical & Electronic) Double; Bachelor of Engineering (Mechanical) (Honours)/ Master of Engineering (Biomedical); Bachelor of Engineering (Robotics) (Honours)/ Master of Engineering (Electrical); Bachelor of Environmental Policy & Management; Bachelor of Environmental Science; Bachelor of Exercise Science; Bachelor of Exercise Science/ Master of Exercise Physiology; Bachelor of General Studies; Bachelor of Health & Medical Science; Bachelor of Health Sciences; Bachelor of Information Technology (Network) (Honours); Bachelor of International Relations Double; Bachelor of International Tourism; Bachelor of Law & Society; Bachelor of Laws & Legal Practices (Honours) Combined; Bachelor of Laws & Legal Practices Combined; Bachelor of Laws (Undergraduate Entry) Double Degree; Bachelor of Marketing & Communication; Bachelor of Mathematical and Computer Sciences; Bachelor of Media Arts; Bachelor of Medical Science; Bachelor of Nursing; Bachelor of Pharmacy (Honours); Bachelor of Psychological Science; Bachelor of Psychological Science Combined; Bachelor of Psychological Science/ Bachelor of Business; Bachelor of Science; Bachelor of Science (Animal Science); Bachelor of Science (Biodiversity and Conservation); Bachelor of Science (Chemical Science); Bachelor of Science (Forensic & Analytical) Combined; Bachelor of Science (Geography); Bachelor of Science (Honours) (Marine Biology & Aquaculture); Bachelor of Science (Space Science & Astrophysics); Bachelor of Science Combined; Bachelor of Social Sciences; Bachelor of Sport, Health & Physical; Bachelor of Teaching/ Bachelor of Arts; Bachelor of Teaching/ Bachelor of Science.

## Levels of Satisfaction

Parents have significant opportunities to provide feedback to the school through Parent Information Evenings generally and through Parent Class Representatives in the Junior School.

Comments from students, staff and parents are fed back to Senior Managers for their consideration in preparing the annual Operation Plan.

## Income

Source	Percentage of Total Recurrent Income
Commonwealth Recurrent Grants	41.9
Commonwealth Special Purpose Grants	0
State Government Recurrent Grants	8.8
Tuition, subject fees and levies	39.8
Other parent charges (including enrolment registrations)	2.3
International students	5.4
Fundraising and other donations	0
Other income	1.8

Note: Other income includes money specifically raised and spent on particular activities during the year. Income matches expenditure on these activities. Other income also includes any profits returned to the school through the operations of the Uniform Shop and Canteen.

## Value Added: Council of International Schools Accreditation

All sections of the College community – past and present – were invited to give feedback on the school and its programs as part of its reaccreditation with the Council of International Schools (CIS).

Council members, staff, parents, students, and Old Scholars were asked to rate the school's performance in the following areas:

- Purpose and Direction
- Governance Leadership and Ownership
- Curriculum
- Student Learning and Wellbeing
- Staffing
- Premises and Physical Accommodation
- Homestay

They had to indicate the extent to which they agreed with statements of best practice in each of the seven areas.

The results show a remarkable consistency and alignment of views.

Agreement levels (combined Agreed and Strongly Agree ratings) exceeding 90% were achieved against many of the standards.

Rarely were achievement levels lower than 80%.

The survey results show that the community endorses the purpose and direction of the College; respects the role of the Council and the College leadership; values the curriculum and the focus on student learning and wellbeing (including Homestay); acknowledges the staff; and values the school environment.