



ST PETERS
GIRLS

School Performance Report 2022



INTRODUCTION

St Peter's Girls' School receives funding from the State and Federal Government. Accountability requirements attached to the funding require the School to provide information to the Australian Curriculum Assessment and Reporting Authority (ACARA) which is then published on the My School website and ensures that specific 'School Performance Information' is made publicly available to the School community. This report contains the 'School Performance Information' required by the Government and has been collated under the headings specified by the Australian Education Act 2013. Much of the information contained in this report has been provided to the School community throughout the year in other forms such as the weekly eNews, fortnightly ELC News, biannual Saints Alive magazine, the School Yearbook, School diaries, curriculum handbooks and student handbooks. The information relates to the 2022 school year and expands on the information provided on the Commonwealth Government's My School website.

1. CONTEXTUAL INFORMATION ABOUT THE SCHOOL

St Peter's Girls' School is an ELC to Year 12 Anglican and International Baccalaureate World School located in Stonyfell, just 5km from Adelaide's CBD.

The School was opened in 1894 by the Community of the Sisters of the Church, pioneering English women who sailed to a settlement they knew little about on the other side of the world. They arrived with very few possessions, but what they brought to our shores was priceless: a vision for quality girls' education.

The School was established in North Adelaide and moved to the Stonyfell site in 1957. It was managed by the Community of the Sisters of the Church until 1986 when a change in vocation within the Community resulted in the Sisters creating a different governance model and gifting the School to a Board of Governors. Our pupils are inspired to follow in the footsteps of our founding Sisters as women of courage, creativity and compassion.

We offer the special opportunity for students to start their educational journey in our Early Learners' Centre and progress all the way through our Junior, Middle and Senior Schools on the one campus. This brings a strong sense of community as we work together to help each girl reach her potential. Whether it be through academics, Sport, Performing Arts, public speaking or a combination of disciplines, Saints Girls are well-rounded individuals who are inspired to shine both in and outside of the classroom.

Our Mission

At St Peter's Girls' School, we provide outstanding educational opportunities for students from Early Learning to Year 12 in an engaging, collaborative and dynamic environment.

Since 1894, the School has built upon the legacy of our founding Sisters, who were brave pioneers of girls' education. Their daring vision and faithful determination continues to resonate with students today. Guided by their example, our holistic education encourages students to challenge, serve and lead with integrity and imagination in a global society.

Our Vision

St Peter's Girls' School: Inspiring women of character and influence

Our Values

- **Courage** – pursuing opportunities with confidence and strength
- **Creativity** – igniting our imagination to innovate and excel
- **Compassion** – connecting with the global community through respect and service

School Motto

Pro Ecclesia Dei - Beati Mundo Corde
(For the Church of God: Blessed are the Pure in Heart)

More contextual information can be found on the School's website: <https://www.stpetersgirls.sa.edu.au>

2. TEACHER STANDARDS AND QUALIFICATIONS

Teaching staff at St Peter's Girls' School are highly qualified. All undergo training in mandatory notification and First Aid and hold the necessary qualifications for teacher registration in South Australia. The qualifications of staff at St Peter's Girls' School in 2022 ranged from Diplomas to Doctorates:

Qualification	Teaching Staff
Doctorate	1
Master's Degree	18
Double Degree	13
Degree	30
Degree and additional qualifications	27
Diploma	6

PROFESSIONAL DEVELOPMENT

Teaching staff are continually involved in professional development to update curriculum knowledge and pedagogy, and to stay abreast of new findings and trends.

3. WORKFORCE COMPOSITION

In 2022, the workforce at St Peter's Girls' School consisted of:

Secondary Teachers	49.80
Junior Teachers	28.35
ESOs/Administration	51.94
Maintenance Staff	7.20
	137.29

This number is FTE not the number of employees. There are a number of part-time positions within the School. In 2022, there were 0 indigenous employees.

4. STUDENT ATTENDANCE

The attendance rate for the 2022 school year for each year level is as follows:

Year Level	Attendance rate per year level
Reception	92%
Year 1	92%
Year 2	92%
Year 3	98%
Year 4	93%
Year 5	92%
Year 6	92%
Year 7	92%
Year 8	91%
Year 9	91%
Year 10	92%
Year 11	91%
Year 12	92%

Term	Attendance rate per term
Term 1	90%
Term 2	91%
Term 3	91%
Term 4	96%

Non-attendance is recorded electronically using Synergetic in every lesson for Junior, Middle and Senior School students. If a student is recorded as absent on an electronic class roll and no reason is marked against the student's name, the Front Office Receptionist will either ring, text or email the family to inquire about the reason for the absence and the whereabouts of the student.

Students who arrive late to school are required to report to the Front Office and sign in. Reasons for non-attendance are predominantly for sickness, medical reasons, appointments or any explained absence given by a parent.

Absences due to holidays during term time are recorded as absences of unapproved leave even though their non-attendance is explained. However, in recent times absences have been approved (on a case-by-case basis) due to the disruption from Covid-19 and the inability to connect with families interstate or overseas.

Students who are on a school-related event, e.g. sport, work experience, school trip, or camp are not recorded as absent.

5. STUDENT OUTCOMES

SENIOR STUDENTS

- SACE completion rate: 100%
- IB Diploma completion rate: 100%
- Median ATAR: 90.65
- 42 Merit awards
- 22% of the SACE graduates also completed a Certificate III

NAPLAN Tests

Year 3 Results

	SPGS (all students mean)				SPGS (Proficiency band)				National 2022	
	2018	2019	2021	2022	2018	2019	2021	2022	Mean	Band
Reading	520.5	513.8	574.5	520.7	6	6	7*	6	437.8	5
Writing	453.7	485.0	504.7	479.9	5	6	6	6	422.1	4
Spelling	475.2	472.9	511.3	490.3	5	5	6	6	417.7	4
Punctuation & Grammar	477.8	519.1	548.6	516.2	5	6	7*	6	433.2	5
Numeracy	444.1	457.5	468.8	453.7	5	5	5	5	399.8	4

*Officially reported as 6; 7 is outside of the levels covered at Year 3

Year 5 Results

	SPGS (all students mean)				SPGS (Proficiency band)				National 2021	
	2018	2019	2021	2022	2018	2019	2021	2022	Mean	Band
Reading	565.1	557.6	569.8	575	7	7	7	7	509.7	6
Writing	507.8	534.5	525	547.6	6	7	6	7	484.3	6
Spelling	545.7	541.7	555.2	561.7	7	7	7	7	504.5	6
Punctuation & Grammar	579.5	550.8	555.1	571.8	7	7	7	7	498.8	6
Numeracy	531.6	529.5	552.1	544.5	7	6	7	7	488.3	6

Year 7 Results

	SPGS (all students mean)				SPGS (Proficiency band)				National 2021	
	2018	2019	2021	2022	2018	2019	2021	2022	Mean	Band
Reading	589	596.3	584	593.1	8	8	8	8	542.6	7
Writing	572	581.1	576.3	597.5	7	7	7	8	529.8	6
Spelling	586.2	586.5	587.9	604.2	8	8	8	8	547.2	7
Punctuation & Grammar	601.3	596.4	602.4	611.8	8	8	8	8	533.2	6
Numeracy	593.7	622	596.5	615.2	8	8	8	8	546.3	7

Year 9 Results

	SPGS (all students mean)				SPGS (Proficiency band)				National 2021	
	2018	2019	2021	2022	2018	2019	2021	2022	Mean	Band
Reading	619.9	628.9	640.7	632.2	8	8	9	8	577.6	7
Writing	604	630.7	614.6	634.2	8	8	8	9	559.9	7
Spelling	609.9	629.2	620.5	612.5	8	8	8	8	576.7	7
Punctuation & Grammar	639	629.4	646.3	646.1	9	8	9	9	573.3	7
Numeracy	649.1	635.6	656	636.4	9	9	9	9	584.4	8

6. PARENT, STUDENT AND TEACHER SATISFACTION

PARENT SATISFACTION

Parent involvement is extremely high at St Peter's Girls, with various community groups established to support the School through volunteer assistance and fundraising. These groups also cement firm ties between the School and parents, providing further opportunities for feedback about the School's values and operations.

The School continues to enhance our myLink parent portal, launched in 2017, building on our previous portal by supplying parents with more information at their fingertips. It offers a host of extra features to better connect the School with our families in this rapidly evolving digital age. In late 2018, Saints Girls introduced Middle and Senior School Continuous Reporting through a new interface embedded in the portal in order to give parents timely, regular and pertinent information about their daughter's academic progress.

To complement all of this, our communications across digital and print have been boosted to ensure parents can share in our girls' success and other exciting developments. A highlight is regular videos and dynamic photography on our Facebook, Instagram and LinkedIn accounts, website and parent portal, as well as in our weekly eNews and fortnightly ELC News. This move continues to receive excellent feedback from parents in connecting them with daily life at Saints Girls.

Separate satisfaction surveys of parents, students and staff were conducted in 2016, 2019 and 2022, administered by an external education survey specialist to help inform the School's strategic planning. In 2022, the parent survey returned an overall satisfaction score of **4.05 out of 5**, falling within the 'excellent' range.

Each year, the School also surveys parents of new students to gauge their views about the enrolments process and the first term of their child's schooling.

STUDENT SATISFACTION

Middle and Senior School Homegroup teachers gather information about students' school experience through regular one-on-one meetings. Senior Students are counselled on subject choices, career pathways, and leadership opportunities which assists with ongoing personal development.

The Student Representative Councils in the Junior, Middle and Senior Schools continue to be extremely active, regularly providing feedback to teachers and management. The School values student input to ensure a safe, comfortable and enjoyable environment.

In 2022, the School provided the Middle and Senior School students with the opportunity to give their teachers formal survey feedback. The students responded to statements about different aspects of their learning, from their engagement levels, to clarity of assessment instructions, to quick recaps at the end of lessons.

In 2022, the student satisfaction survey administered by an external education survey specialist returned an overall satisfaction score of **3.75 out of 5**, falling within the 'fair to good' range.

TEACHER SATISFACTION

Retention Rates of Staff

7.24 FTE (9%) of staff left at the end of 2022.

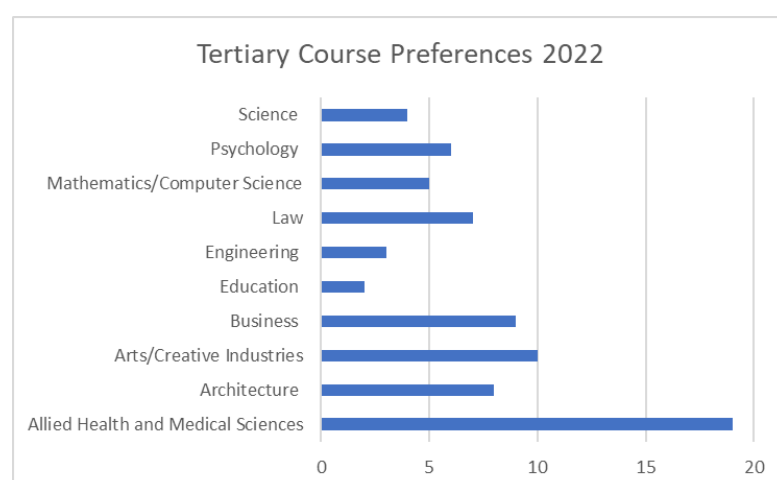
Total teaching staff was 78.15 FTE; therefore, the School retained 91%.

Teaching and non-teaching staff are invited to provide feedback through various platforms including staff briefings, department meetings, the Staff Consultative Committee, Growth and Learning Reviews, Performance Reviews, and surveys ranging from feedback on School policies to social events and initiatives.

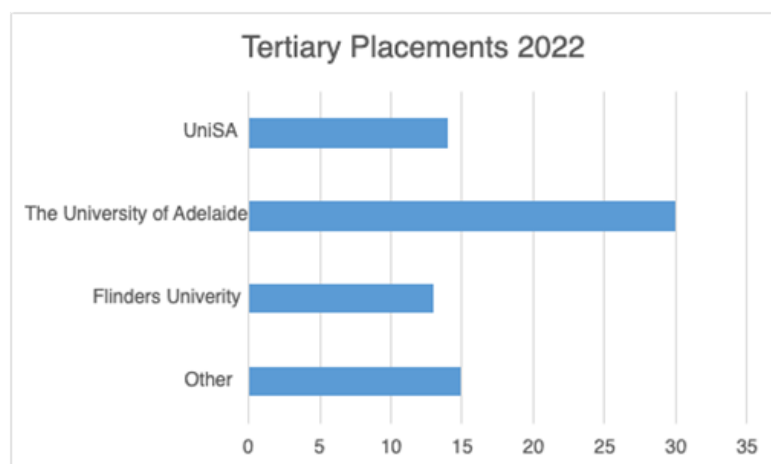
In 2022, the staff survey administered by an external education survey specialist returned an overall satisfaction score of **4.15 out of 5**, falling within the 'excellent' range.

7. POST-SCHOOL DESTINATIONS

In 2022, 97% of our Year 12 students were successful in securing a place in the undergraduate degree of their choice. The chart below indicates first round offers into courses:



SATAC offers by institution were as follows, indicating that the University of Adelaide was the highest preferred option for our students, followed by the University of South Australia and then Flinders University. Many students were successful in securing places interstate, predominantly at The Australian National University, The University of Melbourne or Sydney University and some ventured further with offers from overseas universities.



8. SCHOOL INCOME

Fees and Excursion Income	16,934,709	68.26%
State Grant	1,253,310	5.05%
Commonwealth Grant	4,783,556	19.28%
Donations	7,454	0.03%
Other	1,830,313	7.38%

