



ST PETERS
GIRLS

School Performance Report 2024





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 2024 school year and expands on the information provided on the Commonwealth Government's My School website.

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

We are:

- 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: [www. https://www.stpetersgirls.sa.edu.au](https://www.stpetersgirls.sa.edu.au)

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 2024 ranged from Diplomas to Doctorates:

Qualification	Teaching Staff
Doctorate	2
Master's Degree	21
Double Degree	12
Degree	33
Degree and additional qualifications	27
Diploma	2

Professional Development

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

Workforce Composition

In 2024, the workforce at St Peter's Girls' School consisted of:

Secondary Teachers	47.50
Junior Teachers	30.30
ESOs/Administration	49.76
Maintenance Staff	8.20

135.76

This number is FTE not the number of employees. There are a number of part-time positions within the School. In 2024, there was 1 indigenous employee.

Student Attendance

The attendance rate for the 2024 school year for each year level is as follows:

Year Level	Attendance rate per year level
Reception	95%
Year 1	95%
Year 2	96%
Year 3	95%
Year 4	95%
Year 5	95%
Year 6	93%
Year 7	93%
Year 8	93%
Year 9	93%
Year 10	90%
Year 11	92%
Year 12	94%

Term	Attendance rate per term
Term 1	94%
Term 2	94%
Term 3	92%
Term 4	94%

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 nonattendance are predominantly for sickness, medical reasons, appointments or any explained absence given by a parent.

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





Student Outcomes

Senior Students

- SACE completion rate 100%
- IB Diploma completion rate 100%
- Median ATAR 91.5
- 52 merit awards
- 42% of the SACE graduates also completed a Certificate III

NAPLAN Tests

Year 3 Results

	SPGS (all students mean)				SPGS (Proficiency band)				National 2024	
	2021	2022	2023	2024	2021	2022	2023	2024	Mean	Band
Reading	574.5	520.7	487.6	489.1	6	6	Exceeding	Exceeding	404.1	NA
Writing	504.7	479.9	484.5	474.9	6	6	Strong	Strong	415.9	NA
Spelling	511.3	490.3	461.7	468.8	6	6	Strong	Strong	401.4	NA
Punctuation & Grammar	548.6	516.2	495.4	495.3	6	6	Strong	Strong	408.8	NA
Numeracy	468.8	453.7	464.6	457.6	5	5	Strong	Strong	403.8	NA

*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 2024	
	2021	2022	2023	2024	2021	2022	2023	2024	Mean	Band*
Reading	569.8	575.0	571.4	557.0	7	7	Exceeding	Exceeding	492.1	NA
Writing	525.0	547.6	561.6	553.4	6	7	Strong	Strong	484.8	NA
Spelling	555.2	561.7	559.6	541.0	7	7	Exceeding	Strong	486.5	NA
Punctuation & Grammar	555.1	571.8	572.5	575.0	7	7	Strong	Strong	498.4	NA
Numeracy	552.1	544.5	569.0	548.4	7	7	Strong	Strong	489.1	NA

Year 7 Results

	SPGS (all students mean)				SPGS (Proficiency band)				National 2024	
	2021	2022	2023	2024	2021	2022	2023	2024	Mean	Band*
Reading	584.0	593.1	595.0	594.1	8	8	Strong	Strong	535.0	NA
Writing	576.3	597.5	588.3	609.8	7	8	Strong	Strong	540.2	NA
Spelling	587.9	604.2	587.6	583.5	8	8	Strong	Strong	540.0	NA
Punctuation & Grammar	602.4	611.8	605.1	624.3	8	8	Strong	Exceeding	536.7	NA
Numeracy	596.5	615.2	607.0	607.2	8	8	Strong	Strong	539.8	NA

Year 9 Results

	SPGS (all students mean)				SPGS (Proficiency band)				National 2024	
	2021	2022	2023	2024	2021	2022	2023	2024	Mean	Band*
Reading	640.7	632.2	608.4	613.4	9	8	Strong	Strong	565.0	NA
Writing	614.6	634.2	623.4	637.5	8	9	Strong	Strong	573.9	NA
Spelling	620.5	612.5	601.5	596.6	8	8	Strong	Strong	566.9	NA
Punctuation & Grammar	646.3	646.1	621.4	628.7	9	9	Strong	Strong	555.3	NA
Numeracy	656.0	636.4	618.2	638.3	9	9	Strong	Strong	565.3	NA

*From 2023, NAPLAN stopped using the 10-band reporting and moved to four proficiency levels (Exceeding / Strong / Developing / Needs additional support). National reporting now shows mean scale scores and the distribution across these proficiency levels, not bands.



School Satisfaction

As a School that values community engagement, we actively invite and encourage feedback from all members of our school community. Every three years, the School engages an external company to conduct a whole school community survey involving students from Junior School, Middle and Senior School, and parents and staff from the Early Learners' Centre, Junior, Middle and Senior Schools. The next whole-school survey will be conducted in 2025. In addition to this comprehensive survey, the School seeks regular feedback via the following channels:

- Annual Staff Satisfaction Survey (conducted by an external company)
- New Parent Surveys (conducted twice per year)
- Exit surveys with Year 12 graduates
- Exit surveys for parents and students
- Exit surveys for staff
- Student feedback surveys on teaching and learning programs (conducted twice per year)

The School also facilitates ongoing feedback through the following mechanisms:

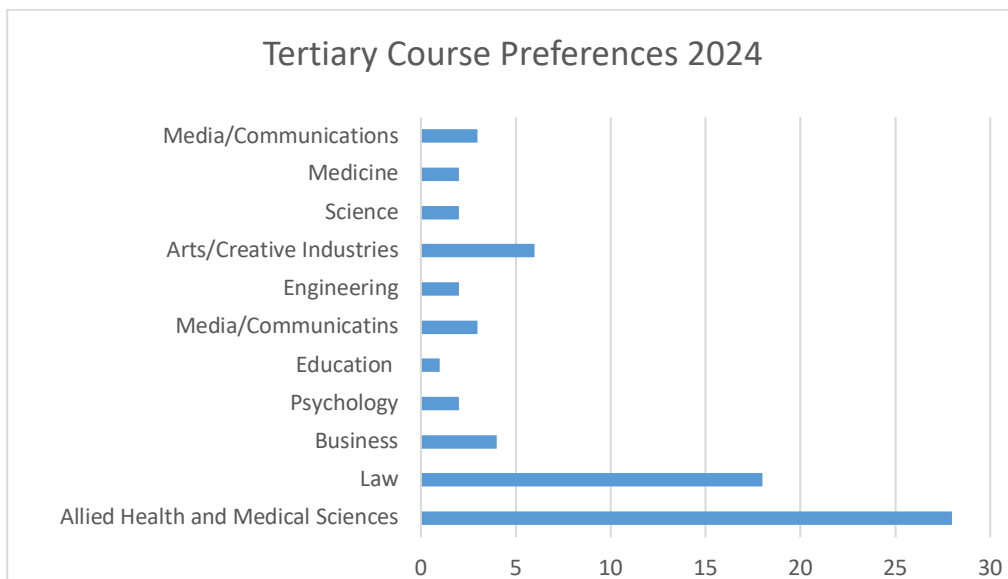
- Community groups that meet regularly to provide feedback to the School
- Staff Consultative Committee meetings (held each term)
- Student feedback collected through Wellbeing programs



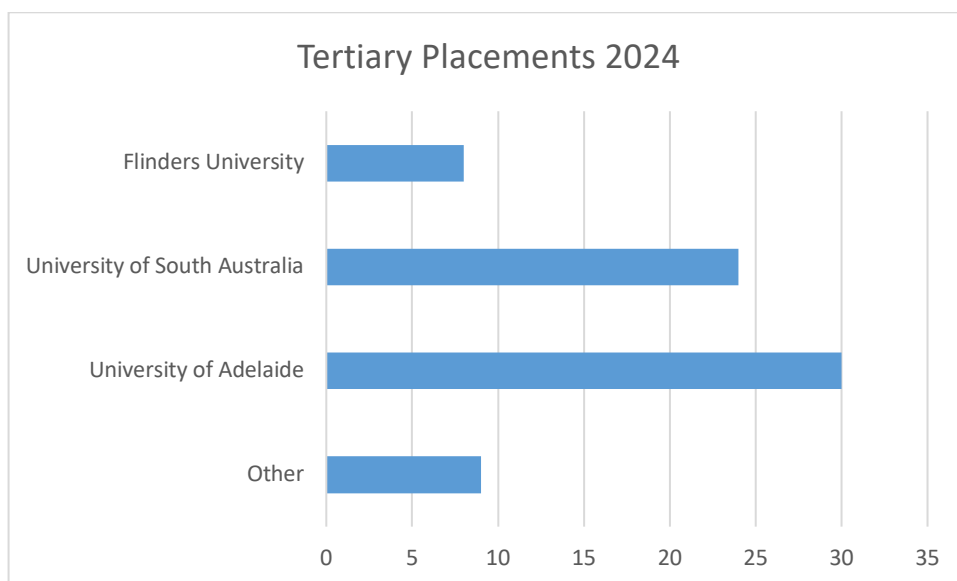


Post-School Destinations

In 2024, 98% of our Year 12 students successfully secured a university place, with most receiving their first preference (excluding Medicine). While the majority were offered places at South Australian tertiary institutions, many ventured further afield, gaining admission to The University of Melbourne, The University of Sydney, and universities overseas. This table indicates first round offers into courses:



SATAC offers by institution, as shown below, indicate that the University of Adelaide was the preferred choice among our students, followed by the University of South Australia and Flinders University.



School Income 2024

Fees and Excursion income	20,285,974	69.67%
State Grant	1,402,879	4.82%
Commonwealth Grant	5,634,465	19.35%
Donations	20,303	0.07%
Other	1,772,910	6.09%
	29,116,531	100.0%

