



ST PETERS
GIRLS

School Performance Report 2025





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:

<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 2025 ranged from Diplomas to Doctorates:

Qualification	Teaching Staff
Doctorate	4
Master's Degree	20
Double Degree	13
Degree	30
Degree and additional qualifications	28
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 2025, the workforce at St Peter's Girls' School consisted of:

Secondary Teachers	48.00
Junior Teachers	30.20
ESOs/Administration	49.30
Maintenance Staff	8.20
	135.70

This number is FTE not the number of employees. There are a number of part-time positions within the School. In 2025, there were 0 indigenous employees.

Student Attendance

The attendance rate for the 2025 school year for each year level is as follows:

Year Level	Attendance rate per year level
Reception	97%
Year 1	95%
Year 2	95%
Year 3	95%
Year 4	94%
Year 5	96%
Year 6	95%
Year 7	94%
Year 8	93%
Year 9	92%
Year 10	92%
Year 11	91%
Year 12	94%

Term	Attendance rate per term
Term 1	95%
Term 2	94%
Term 3	93%
Term 4	93%

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 93.00
- 62 merit awards
- 55% of the SACE graduates also completed a Certificate III

NAPLAN Tests

Year 3 Results

	SPGS (all students mean)				SPGS (Proficiency band)				National 2025	
	2022	2023	2024	2025	2022	2023	2024	2025	Mean	Band*
Reading	520.7	487.6	489.1	468.9	6	Exceeding	Exceeding	Strong	402.2	
Writing	479.9	484.5	474.9	451.8	6	Strong	Strong	Strong	413.9	
Spelling	490.3	461.7	468.8	462.1	6	Strong	Strong	Strong	405.1	
Punctuation & Grammar	516.2	495.4	495.3	501.5	6	Strong	Strong	Strong	408.4	
Numeracy	453.7	464.6	457.6	456.9	5	Strong	Strong	Strong	405.3	

*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 2025	
	2022	2023	2024	2025	2022	2023	2024	2025	Mean	Band*
Reading	575.0	571.4	557.0	550.5	7	Exceeding	Exceeding	Strong	491.8	
Writing	547.6	561.6	553.4	536.8	7	Strong	Strong	Strong	479.6	
Spelling	561.7	559.6	541.0	530.0	7	Exceeding	Strong	Strong	487.4	
Punctuation & Grammar	571.8	572.5	575.0	567.7	7	Strong	Strong	Strong	497.2	
Numeracy	544.5	569.0	548.4	546.2	7	Strong	Strong	Strong	491.8	

Year 7 Results

	SPGS (all students mean)				SPGS (Proficiency band)				National 2025	
	2022	2023	2024	2025	2022	2023	2024	2025	Mean	Band*
Reading	593.1	595.0	594.1	614.4	8	Strong	Strong	Exceeding	538.4	
Writing	597.5	588.3	609.8	638.7	8	Strong	Strong	Exceeding	538.3	
Spelling	604.2	587.6	583.5	601.7	8	Strong	Strong	Exceeding	541.6	
Punctuation & Grammar	611.8	605.1	624.3	637.6	8	Strong	Exceeding	Excellent	538.9	
Numeracy	615.2	607.0	607.2	630.6	8	Strong	Strong	Strong	544.9	

Year 9 Results

	SPGS (all students mean)				SPGS (Proficiency band)				National 2025	
	2022	2023	2024	2025	2022	2023	2024	2025	Mean	Band*
Reading	632.2	608.4	613.4	612.7	8	Strong	Strong	Strong	567.7	
Writing	634.2	623.4	637.5	645.5	9	Strong	Strong	Exceeding	575.0	
Spelling	612.5	601.5	596.6	605.6	8	Strong	Strong	Strong	569.0	
Punctuation & Grammar	646.1	621.4	628.7	644.2	9	Strong	Strong	Strong	559.0	
Numeracy	636.4	618.2	638.3	639.0	9	Strong	Strong	Strong	572.6	

**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:

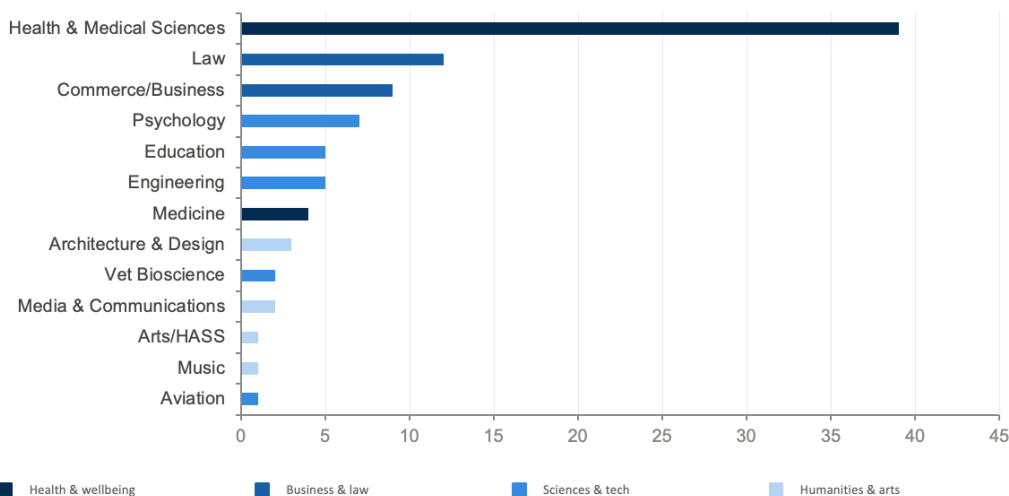
- Community groups that meet regularly to provide feedback to the School
- Staff Consultative Committee meetings (held each term)
- Student feedback collected through Wellbeing programs



Post-School Destinations

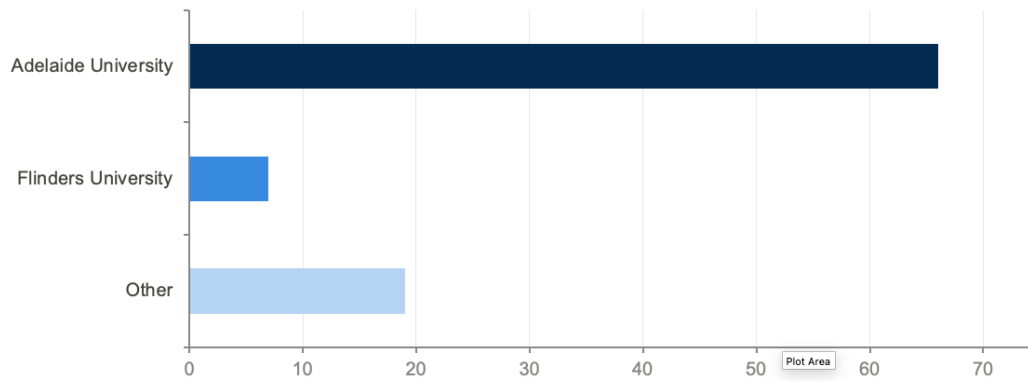
In 2025, 99% of our Year 12 students were successful in securing a place in the undergraduate degree of their choice. **Health and Medical Sciences dominate**, accounting for 4% of all students and when combined with Medicine, the health sector represents almost half of all placements, highlighting a strong and sustained interest in health-related careers among students.

TERTIARY COURSE PLACEMENTS 2025



SATAC offers by institution were as follows, indicating that the new Adelaide University was the preferred option for our students followed by Flinders University. Many students were successful in securing places interstate at The University of Melbourne, Sydney University, Bond University and some ventured further afield with offers from overseas universities.

TERTIARY PLACEMENTS 2025



School Income 2024

Fees and Excursion income	22,365,138	70.8%
State Grant	1,531,638	4.8%
Commonwealth Grant	5,923,167	18.8%
Donations	23,983	0.1%
Other	1,723,809	5.5%
	31,567,735	100.0%

