

School Performance Report 2025



**St Peter's
Woodlands**

The difference is extraordinary.



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School Performance Report 2025

Reporting on the Performance Measures



SPW 2025: A Year of Heart, Vision and Purpose

Every school year begins like a blank page — and as we turn the final page of 2025, we find a story filled with laughter, learning, transformation, and connection. This year has been more than just a collection of milestones; it has been a celebration of people — the students, staff, and community members who brought our shared story to life. Together, we've shown what's possible when heart, vision, and purpose come together.

Preparing for the Future

The world of work is changing rapidly, and our 2025 DARE – Year 6 Diploma Graduates are stepping into a future where flexibility, creativity, and lifelong learning will be key. The DARE Diploma continues to be outstanding preparation — from community service and cooking for their families to learning first aid, developing communication skills, exploring spirituality, and completing passion projects. It has been a year of challenge, perseverance, and personal growth — one that equips our students beautifully for the world ahead.

Celebrating Innovation

This year, SPW was named one of only three *5 Star Innovative Schools* in South Australia and recognised as an *Excellence Awardee for Australian Primary School of the Year*. While these accolades are an honour,

the true essence of SPW cannot be captured in awards or headlines — it lives in the classrooms, the corridors, and the countless everyday moments that make our community extraordinary.

Creativity and the Arts

Our Creative Arts team has once again inspired us all through an incredible range of performances and artistic experiences. From Cabaret evenings to instrumental showcases, and the unforgettable production of *The Sound of Music* in our beloved Chapel, students shone brightly on stage and behind the scenes.

The SPW SALA Exhibition was another highlight, celebrating the impressive talents of both students and staff. The Year 6 Sensory Pathway installation stood out as a lasting gift to the school. A heartfelt thank you goes to our dedicated arts staff — Mr DeLaine, Mrs Lewis, Mrs Vann, Mrs Casson, Josh Rogers, and Mr Mesecke — for their creativity, passion, and unwavering commitment.

Sporting Excellence

Sport at SPW continued to thrive in 2025, marked by teamwork, achievement, and spirit. We proudly retained first place in the large schools' competition at the District Athletics Day, with record numbers representing the South West District at SAPSASA.

New initiatives such as the RISE Up Cup and DARE Wizard Cup strengthened collaboration and resilience through sport, while Run Club reached over 100 participants each term. From knockout cricket and basketball to state-level achievements in athletics, netball, and swimming, SPW students have embodied courage, respect, and service — proving that true success is measured not only in results, but in the spirit with which we play.

Building for the Future

A defining moment of 2025 was seeing the Dr Pamela Wall Centre rise from the ground. This remarkable facility — soon to host our very own theatre and indoor sports centre — is the result of years of planning and collaboration. Sincere thanks to David Brock, School Council, architect Chris Morley, Cook Builders, our generous community, and of course, Dr Pamela Wall, whose vision and generosity made this flagship project possible.

Community and Connection

Our PFA has once again gone above and beyond, filling the year with joy and connection. From the End of Summer Soirée to Mother's and Father's Day events, BBQs, and fundraisers, the PFA's energy and dedication have enriched the life of our school. A special thank you to President Sharee Morley for her outstanding leadership and to every volunteer whose efforts brought our community together so beautifully.

Serving Beyond Our Gates

Service is at the heart of SPW. In 2025, our community extended kindness well beyond our school grounds — from participating in Clean Up Australia Day to supporting *Lion Hearts Learning*, a preschool for children affected by illness. Through creative fundraising efforts (and even a daring abseil challenge!), an incredible \$28,846 was raised. Our annual support of Anglicare continued with donations of toys and Christmas hampers, helping families experience the joy and care of our community.

Leadership and Gratitude

We extend our deepest thanks to the SPW Foundation and School Council for their volunteer service and dedication. Under the leadership of Reverend Michael Lane, now completing his fourth year as Chair, the Council has continued to guide the school with wisdom, compassion, and a steadfast commitment to excellence.

It Takes a Village

As we close the year, one word stands out — *gratitude*. Running a school truly is a team effort, and at SPW, our “village” is something special. Every teacher, staff member, parent, and student contributes to making this community what it is. Whether in the classroom, on the sidelines, or behind the scenes, each person plays a vital part in our shared success.

SPW is more than a school — it is a place where hearts, minds, and hands come together to learn, grow, and serve with purpose. As we look forward to the year ahead, may we continue to build on this strong foundation of community, courage, and care.

With gratitude and pride,

Helen Finlay

Principal



Introduction

As part of our funding agreement with the Commonwealth Government, we are required to ensure specific information is made available to the school community. What follows is an explicit response to the Government's requirements under the headings required by them and relates to the 2025 school year. The performance measures which we are required to publicly report on our school website are listed in the document below.

Our school community is grateful for the assistance from the Government's National Chaplaincy Program which supports St Peter's Woodlands with funding to maintain the services of our Chaplains, Reverend Andrew Mintern and Reverend Deborah Jeanes.

School Contextual Information



The following is School Contextual information about the school, including the characteristics of students at the school.

School Location

Address: 39 Partridge Street, Glenelg, South Australia

Telephone: 08 8295 4317

Our Story

At St Peter's Woodlands the difference is extraordinary.

We are unwavering in discovering the extraordinary in every child. Education at St Peter's Woodlands is a rare and inspirational experience dedicated to children aged two to twelve.

Since 1999 we have been championing early years and primary education, providing an inclusive and nurturing learning experience. St Peter's Woodlands is a community where inquisitive minds are encouraged to grow, and children can thrive in a faith-based environment dedicated to their individual educational needs. St Peter's Woodlands is an Anglican school, underpinned by the teachings of a progressive Christian church.

Nestled in the heart of beachside Glenelg, 20 minutes southwest of Adelaide's CBD, St Peter's Woodlands is a blend of rich history and outstanding modern facilities. Our unique setting is a place where learning is an adventure and curiosity comes to life.

We support children on their learning journey through the delivery of an advanced curriculum created specifically for the early and primary years. Our commitment to deliver exceptional teaching, extensive extra-curricular opportunities and dedicated learning support prepares children for life-long learning.

At the heart of St Peter's Woodlands sits a warm community, dedicated to ensuring every child has a sense of belonging and endless opportunities to explore. The collaborative partnership between children, staff and parents, together with the wider community, is a valuable experience contributing to the success and positive wellbeing of every child.

Through our devoted staff, our core values of **Wonder**, **Courage**, **Respect** and **Service** are embedded

throughout life at St Peter's Woodlands. We believe these values equip our children with the foundations needed to thrive when facing an unpredictable tomorrow.

Strengthened by our rich history spanning over 158 years, St Peter's Woodlands is a dynamic, coeducational, independent Anglican school. We are excited about our future and look forward to welcoming you into the St Peter's Woodlands community.

Our Values

St Peter's Woodlands uses **Wonder**, **Courage**, **Respect** and **Service** to bring its educational philosophy to life. Every child has the opportunity to belong and be part of a learning pathway dedicated specifically to them.

Wonder

We are inquisitive, share happiness and express gratitude.

Courage

We try our best, are honest and resilient, and stand up for what is right.

Respect

We care and serve, whilst seeking to understand ourselves and others.

Service

We help others, contributing to the community, and being a good citizen.

Enrolments – Numbers and Gender

The following information is as per the 2025 Census and as reported on the MySchool website.

| ENROLMENTS R-6 | TOTAL | BOYS | GIRLS | INDIGENOUS STUDENTS | LANGUAGE BACKGROUND OTHER THAN ENGLISH |
|---------------------------------|-------|------|-------|---------------------|--|
| Total Reception to Year 6 | 509 | 262 | 247 | 0% | 9% |
| Full-time Equivalent Enrolments | 509 | | | | |



Teacher standards and qualifications (as mandated in South Australia)

All teachers are registered with the South Australian Teachers Registration Board, wherein part of the registration process is mandated training in Responding to Risks of Harm, Abuse and Neglect – Education and Care Training (RRHAN).

At St Peter’s Woodlands, all staff participate in a three-year cyclical program of online training in RRHAN, in-house training in first aid, and fire training. All non-teaching staff are also included as part of the above three-year cycle.

All our teachers have access to professional learning funds. Weekly teaching meetings are designated as teaching and learning communities where teaching staff are involved with professional learning and training and curriculum development.

There are two meetings per term scheduled for the ESO curriculum for both administrative information and professional learning. On two evenings each term a meeting is scheduled for the ELC teachers and educators to meet and work through the curriculum and Quality Improvement Plan. Meetings are also held twice a term for OSHC staff.

Below is a table of teaching staff qualifications. A number of teachers have multiple qualifications.



| QUALIFICATIONS | # |
|--|----|
| Masters | 9 |
| Bachelor of Early Childhood Education | 9 |
| Bachelor of Education (Honours) | 1 |
| Bachelor of Education | 20 |
| Bachelor of Teaching | 4 |
| Diploma of Teaching Early Childhood Education | 10 |
| Diploma of Teaching | 3 |
| Bachelor Specialised | 22 |
| Other Qualifications including Certificate and Diploma | 26 |



Workforce composition, including Aboriginal and Torres Strait Islander composition

School Staff in 2025 (as at Term 4)

| | | | TOTAL # |
|---------------------------------|--|------|---------|
| Teachers, Early Learning Centre | Permanent | 3 | 5 |
| | Temporary Replacement | 2 | |
| Teachers, Primary | Permanent | 38 | 44 |
| | Temporary Replacement (Home Group Teachers) | (21) | |
| Chaplains | | | 2 |
| Non-Teaching Staff ELC | Permanent | 7 | 23 |
| | Temporary Replacement | 16 | |
| Non-Teaching Staff R-6 | Permanent | 34 | 51 |
| | Temporary Replacement | 17 | |
| OSHC | Permanent | | 2 |

Wellbeing

Wellbeing at St Peter's Woodlands is multi-faceted with a primary goal of equipping students with a strong foundation so that they can achieve their best in learning and life.

Ms Tassie Mangos took on the role of Wellbeing Co-ordinator this year at SPW. Tassie embraced this opportunity to ensure consideration was given to student wellbeing from Reception to Year 6. Based in the library, students were warmly welcomed to chat, enjoy a book, help feed the frogs, Jimbo and Jinks, and more. Reception to Year 4 Library lessons often had a Wellbeing focus, using our school's Enduring Qualities (Collaborative, Empathy, Resilience, Problem Solving, Respectful Citizens and Critical Thinkers).

Led by Ms Sascha Hennig, The Zone, our sensory room offered a supportive, calming environment that students were able to access throughout the day to support their wellbeing. The Zone has both a calming,

low-sensory space with quiet nooks and a movement-based area with deep-pressure tools to help students regulate ready for learning.

Our Reception and Year 1 classes participated in weekly Wellbeing lessons with Ms Mangos where they explored the character traits of Kimochis. Through playful activities children learned how to manage big feelings, tricky friendship concerns and being brave. This culminated in a Kimochi Incursion where Cat visited SPW to share the importance of being a “Feelings Detective”.

Part of the Year 2 curriculum in Term 2 is a deep dive into the Grow Your Mind Program. Children explore our brains and the different role each part plays in keeping us safe. A real shift in awareness is evident with the children as their understanding grows.

This year R-2 children were all given a Junior Diary containing visuals and activities to assist with regulating our bodies. The Wellbeing section of the diary ensured that families were also able to use similar strategies and language at home to embed these skills for our children.

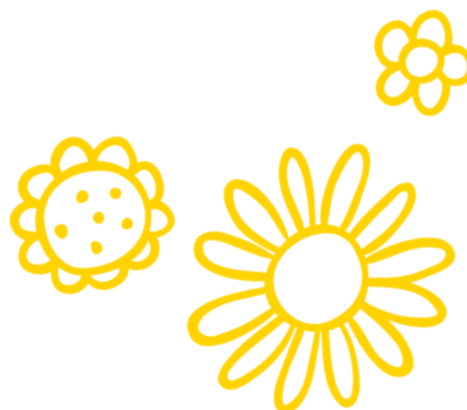
Students in Y3 – Y6 continued with their Bounce Back curriculum and PIVOT surveys which allows students a safe environment in which to consider how they are tracking and to reach out to a trusted adult as necessary.,

All children at SPW are explicitly taught the Keeping Safe Child Protection Curriculum throughout the year. This program aims to inform and upskill children with knowledge of respectful relationships and keeping themselves safe. The age appropriate curriculum is delivered with care and helps form a trusting relationships with classroom teachers and ESO's.

Each week key staff at SPW meet and respectfully discuss how we can provide best pastoral care for individual children. This encompasses emotional, social and academic concerns. In collaboration with teachers this team endeavours to provide a network of support for students and families.

The Village continues to provide a community where parents of neurodiverse children can meet for a coffee and chat a few times each term. It has been pleasing to see connections being made with parents who work in this space and provide guidance this year.

This comprehensive approach to wellbeing helps students build resilience, emotional intelligence, and a sense of community, all of which are essential for their overall growth and happiness.



Specialist Subjects

The following specialisations are offered at St Peter's Woodlands:

- Library (Reception to Year 4)
- Digital Technologies (Reception to Year 3)
- Japanese (Reception – Year 6)
- STEM (Years 2-6)
- The Arts (Music and Visual Art)
- Physical Education
- Wellbeing (Reception and Year 1)
- Health (Year 5 and Year 6)

Allied Health Professionals

St Peter's Woodlands contracts third parties to assist with educational services, including various Educational Psychologists, Speech Pathologists, Occupational Therapists and Counselling; as well as

- a wellbeing and inclusion education support officer working three days per week.
- two Chaplains who are employed part-time thanks to the National Schools Chaplaincy Program.

Aboriginal and Torres Strait Islander Staff

There are currently no Aboriginal or Torres Strait Islander staff members.





Student Attendance at the school

Attendance rates for each year of schooling

| PERCENTAGE | REC | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
|--------------------|-------|-------|-------|-------|-------|-------|-------|
| Average Attendance | 93.1% | 91.0% | 91.7% | 92.3% | 90.7% | 90.6% | 90.2% |
| Punctuality Rate | 96.0% | 97.5% | 97.8% | 97.5% | 96.2% | 96.8% | 94.0% |

A description of how non-attendance is managed by the school

Attendance continued to be maintained at a high level from Reception to Year 6 during 2025.

Student attendance from R-6 continued to be managed through a centralised information management system, with the Early Learning Centre utilising a separate student management system to enable the school to meet government reporting requirements.

Records of attendance are monitored by the Heads of School. St Peter's Woodlands provides various channels for families to notify of their child's absence; via a dedicated email address, school communication app (Audiri), or a dedicated absentee phone line.

Parents/caregivers of students who are absent without prior explanation are sent a SMS message requesting the parent/caregiver to contact the school. Absences of more than 5 consecutive school days' duration require approval by the Principal.

Student results in NAPLAN annual assessments

NAPLAN (National Assessment Program Literacy and Numeracy) testing was undertaken in Term 1. This is a compulsory nationwide program conducted on the same day across Australia. Children in Years 3 and 5 were assessed in the areas of Reading, Writing, Language Conventions, and Numeracy. Student achievement is reported in relation to national minimum standards – either above, at or below the minimum standard. Individual NAPLAN reports were sent home to parents.

The following table reports the mean results for St Peter's Woodlands, compared to SA and Australian mean scores for each aspect of the NAPLAN tests at Years 3 and 5.

| Year 3 | Reading | Writing | Spelling | Grammar | Numeracy |
|----------------|---------|---------|----------|---------|----------|
| SPW | 438 | 437 | 432 | 452 | 427 |
| Similar School | 452 | 452 | 445 | 466 | 446 |
| All Schools | 402 | 414 | 405 | 408 | 405 |

| Year 5 | Reading | Writing | Spelling | Grammar | Numeracy |
|----------------|---------|---------|----------|---------|----------|
| SPW | 515 | 501 | 499 | 517 | 522 |
| Similar School | 522 | 507 | 510 | 532 | 523 |
| All Schools | 492 | 480 | 487 | 497 | 492 |

Additional support to children (Inclusive Education)

At St Peter's Woodlands, inclusion, support and intervention begin in the classroom with our dedicated team of Education Support Officers. This year we were fortunate to have 19 ESOs working across classrooms each day until lunchtime—and in some cases, even longer. Their work is central to helping students access accommodations, receive targeted support, and engage in small-group programs designed to meet individual needs. Our highly skilled ESOs play a vital role in strengthening evidence-based practices and ensuring every child can thrive.

From before school until lunchtime, we ran a wide range of Literacy and Numeracy Intervention programs delivered by trained tutors – both in dedicated Inclusive Education learning spaces as well as in the classroom. Through our Data Conversations, which occur three times a year after each formal, school-wide testing period, students' progress was discussed to identify areas of support needed, and appropriate supports and intervention were then implemented – a true 'response to intervention' model.

2025 also saw the exciting and much-anticipated launch of the Wellbeing Zone—a safe, sensory-rich space providing a much-needed and well-used haven for many of our students. This wonderful initiative has been beautifully supported by our Wellbeing Inclusion ESO, Sascha Hennig.

This year, Inclusive Education expanded access to Allied Health services for our families. With additional Psychologists, Occupational Therapists, Speech Pathologists, Social Workers and Behaviour Therapists on site, families were given greater choice and easier access to the supports their children need.

Lunchtimes saw the much-loved Hub Club continue as a hive of activity for our regular visitors. The Hub remains a joyful space where children show cooperation, creativity and growing social confidence. Lego masterpieces, cubby building, quiet time on the couches and in the chill-out spaces all remained popular. Wool craft was a particular highlight this year, with many students enthusiastically learning Tom Boy stitch, knitting and crochet—guided wonderfully by our newly appointed Hub Leaders.

Our Recess Uno Club has now evolved into an impromptu Chess Club for selected older VIP guests, with friendly tournaments taking place daily.

The Hub continues to be an important part of the SPW community—a fun, safe and welcoming space where students can build friendships, practise social skills and feel supported. Run by the Inclusive Education team, it reflects our commitment to fostering belonging for every child. It is just one of the many reasons St Peter’s Woodlands is such an extraordinary place to learn and grow.





Parent, student and staff satisfaction with the school

Parents/caregivers, students and staff at St Peter's Woodlands are encouraged to use open dialogue, engaging them in effective and transparent communication within the school community.

Parents

Feedback is provided to the school via various mediums and has shown an overall general satisfaction. Various forums were used, which included Getting to Know Your Child meetings prior to the commencement of the school year, Student-Parent-Teacher three-way conferences during Term 1 and Term 3, snapshots of learning and the use of Seesaw and Audiri apps.

In Term 3 of 2025, parents of students in Reception to Year 5 were asked to complete a survey in relation to teaching and learning at SPW.

The Parent and Friends Association is very strong and once again enjoyed a rewarding year of bringing the St Peter's Woodlands community together through a wide range of events and fundraising initiatives. With a strong focus on connection and inclusion, the PFA has continued to support students, families, and staff while enhancing the sense of community across the school.

Throughout the year, many much-loved traditions were proudly continued. These included Shrove Tuesday Pancakes, the Easter Raffle, the Mother's Day Stall, the Father's Day Breakfast, the Christmas Raffle, the Whole School Christmas Lunch, and the ELC Christmas Brunch. These events remain highlights of the school calendar and are eagerly anticipated by students and families alike.

In addition to these traditions, several special events provided further opportunities for connection. The year began with the Summer's End Soirée, introduced in a refreshed format following the postponement of the previous year's Gala at the Morphettville Racecourse. The evening was a tremendous success, with parents enjoying a relaxed night of socialising, dancing, and celebration.

Students

This year the Student Service Leadership Council (SSLC) continued to promote student voice across the school, running class meetings twice a term. In addition, their valuable fundraising work continued. Students chose to support a charity that holds deep personal significance within their year level which was Lion Hearts Learning.

A number of incredible events were run across the year kicking off with a fun filled Pyjama Day, bake sale, Bingo Night, teachers participated in the Plunge abseiling down a 70 metre building in the city and a walkathon. During the year the SSLC raised over \$28 846 for Lion Hearts Learning – a truly amazing effort and one which will provide invaluable support to all the brave Lion Hearts out there.

Year 5 students held our Kindness Convention here at SPW during Week 4 of Term 3. This was held for the second-year running, the convention was a celebration of empathy, respect, and the power of positive action within our community. The day began with welcoming students from our visiting schools, St Andrews School, Immanuel Primary, St Johns Grammar School, Westminster, Woodcroft, Walford, St Peter's boys and Scotch College at an opening assembly. Students explored what kindness means in everyday life. Throughout the day students engaged in discussions and reflected on how small acts can create big changes.

Staff

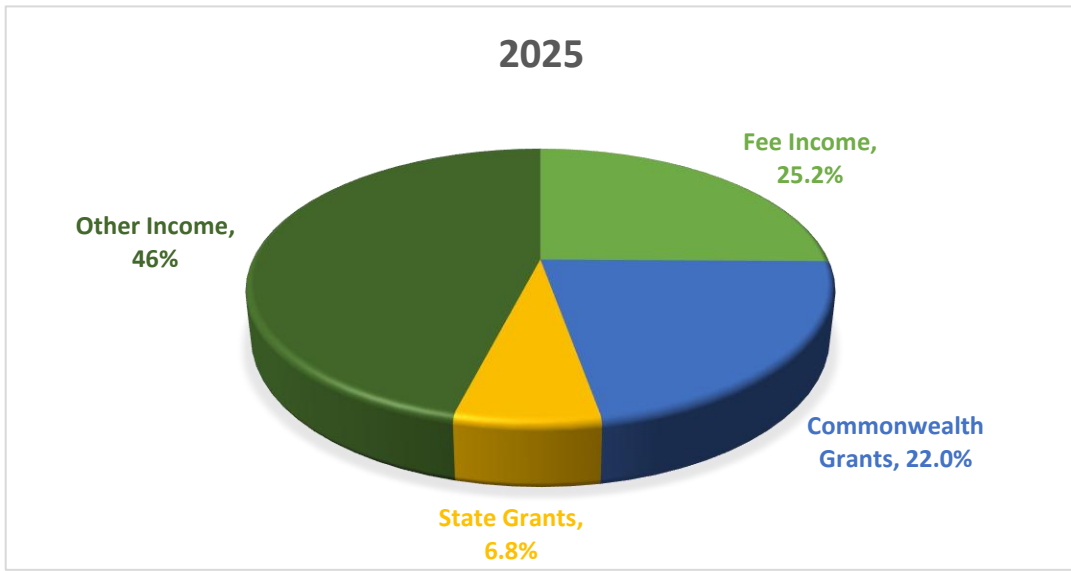
All staff had the opportunity to participate in a strategy and culture workshop provided by Dr Neil Carrington in May 2025 which was very well received. Staff thoroughly enjoyed the interactive nature of the session, particularly the opportunity to work collaboratively and engage in a range of group activities and games. The games created a relaxed and positive atmosphere, encouraging participation, communication, and team building among staff members. Many staff commented that the activities were both enjoyable and meaningful, helping to strengthen relationships, build a shared understanding of workplace culture, and promote a greater sense of connection within the team. The workshop provided an engaging and inclusive experience that staff found both valuable and rewarding.

There was a professional development day at the beginning of Term 3 which was centred entirely around staff wellbeing, providing employees with the opportunity to step away from their usual responsibilities and focus on self-care, connection, and personal wellbeing. The day included a variety of engaging wellbeing activities designed to promote relaxation, positivity, and team connection. Staff found the experience highly satisfying and refreshing, with many appreciating the opportunity to participate in activities that supported both their mental wellbeing and workplace relationships.

Staff were provided with multiple opportunities throughout the year to engage in social club activities that promoted staff wellbeing, connection, and positive workplace culture. A variety of events and activities were organised to cater to different interests and encourage participation across all staff groups. These opportunities included casual social gatherings, team lunches and celebratory events.

School income broken down by funding source

The information below formed part of the audited financial report of St Peter's Woodlands Grammar School Incorporated for the year ended 31 December 2025, by auditors William Buck. The financial report was prepared for fulfilling the requirements of the Associations Incorporations Act (SA) and the School's Constitution.





St Peter's Woodlands

St Peter's Woodlands Grammar School
A Co-educational Anglican Primary School
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The difference is extraordinary.