

# School Performance Report

2024



**St Peter's  
Woodlands**

**The difference is extraordinary.**





# Table of Contents

Introduction.....	6
School Contextual Information .....	7
School Location .....	7
Our Story .....	7
Our Values .....	8
Wonder.....	8
Courage .....	8
Respect.....	8
Service .....	8
Enrolments – Numbers and Gender .....	8
Teacher standards and qualifications (as mandated in South Australia).....	9
Workforce composition, including Aboriginal and Torres Strait Islander composition .....	10
School Staff in 2024 (as at Term 4).....	10
Wellbeing .....	11
Specialist Subjects.....	12
Allied Health Professionals .....	12
Aboriginal and Torres Strait Islander Staff.....	12
Student Attendance at the school .....	13
Attendance rates for each year of schooling .....	13
A description of how non-attendance is managed by the school .....	13
Student results in NAPLAN annual assessments .....	14
Additional support to children (Inclusive Education) .....	14
Parent, student and teacher satisfaction with the school.....	16
Parents .....	16
Students.....	16
Teachers.....	17
School income broken down by funding source .....	17



# School Performance Report 2024

## Reporting on the Performance Measures



One of the things I really enjoy as Principal is sitting down and writing this article. I carve out a block of time to reflect on the remarkable things achieved in the past year. It is also a time where I reflect on the deep gratitude I have for the contributions of the staff, the school council, the PFA, the wider community and of course our students. All the 2024 achievements that fill the pages of the 2024 Yearbook, are due to the collective effort of many, for which I am truly thankful and very proud.

This year marked our third year of the DARE – Year 6 Graduate Diploma and once again we have seen significant personal growth in our students which was very apparent in the articulate and confident way they spoke about their Passion Projects at our DARE celebration evening. A particular highlight in the 2024 DARE – Year 6 Graduate Diploma journey for me, was accompanying the students on our epic 4 day trip to Canberra. The days were filled from dawn to dusk with many wonderful experiences and our students certainly rose to the occasion. They asked terrific questions, had impeccable manners and were fabulous ambassadors for SPW.

This year was our second year of Project RISE, our bespoke Teaching and Learning framework. It was very exciting to receive National recognition for Project RISE in the Australian Educator Awards, with SPW being named the overall winner for Curriculum Design in Australia for this framework. We have continued to be

supported in the work we are doing in curriculum with our ongoing partnership with Dr Ron Ritchhart from Harvard University, who once again worked with our teachers on creating classrooms where thinking is visible, valued and cultivated and also Kath Murdoch who is an international expert in inquiry learning. We received strong results in NAPLAN, reflecting the commitment SPW has made to explicitly teaching foundational literacy and numeracy skills. This year in the Parent/Caregiver Teaching and Learning survey, it was affirming to see our renewed commitment in teaching Science and Technology recognised and valued as well as an overwhelmingly positive response for all of our specialist subjects. It was also wonderful to see a team of our Year 6 Girls take out the win in South Australia for the National Kids in Space Showcase. What an incredible achievement!

I would like to thank our PFA for all their hard work and effort in providing another year of memorable events and activities for both students and staff. Including the Easter Raffle, Kyttons fundraiser, Shrove Tuesday, the Mother's Day Stall and Father's Day Breakfast, the disco's, The men's Derby Day event and Burger and Beer event, and of course the beloved Christmas Lunch in the Piltangka Plaza. Monday BBQs continued to be a hit, this year co-ordinated by Renee Widger, and we thank Sharee Morely who took on the role of PFA President for a third year devoting many hours to SPW and has done so with enthusiasm and skill. I would also like to thank all of our members of the PFA, I know Paul Mesecke and myself thoroughly enjoy our meetings, not only as it is so evident that you want the very best for the school and the students, but we always have a good laugh along the way!

Service is one of our core Values at SPW and this year we have intentionally ensured we are serving others outside of our community. I once read that the true mark of a good school is, that if it were to close down, there would be a gaping hole left in the community. Not just because of the displaced students, but because of how much the school contributed to the wider community through hospitality and acts of service. This year we started serving and giving back with our Clean Up Australia Day efforts in Term 1 which included not only the school but the local area of Glenelg. In our Service Learning Program, each of our Year Groups chose a cause to learn about and support through taking actions including our Reception students continued to grow our relationship with Kapara Nursing Home with beautiful homemade cards, Year 1 who supported KickStart for Kids (a South Australian organisation that provides a breakfast and lunch program for underprivileged children), and Year 2 learned about the work of Meals on Wheels and wrote beautiful handmade cards for meal recipients, Year 3 centred their Service learning around environmental responsibility including a School Clean-Up week, Year 4 propagated native plants using seeds from Trees for Life (an organisation focused on revegetating natural areas) and Year 5 organised a bake sale for the Fred Hollows Foundation. Our Year 6 students each completed 20 hours of Community Service and served at a variety of locations including surf clubs, aged care homes, sporting clubs and some work around the school. This year, as a staff we chose to serve a variety of charities during our mid-year staff day, something which we then shared with our students so they could see the staff and teachers were living out the core value of service.

I would like to thank the SPW Foundation and the School Council. When people step into these roles they do it on a voluntary basis. We have some incredibly talented individuals both on our school council and on our Foundation, not everybody is a past or present parent, but they all have one thing in common which is a passion for education, our young people and the desire to see St Peter's Woodlands be a leader in the field of primary education. This year Rev Michael Lane has completed his third year as Council Chair and I have continued to be grateful for his dedication to SPW and wise counsel.

As I reflect on this remarkable year, I want to express my deepest gratitude to each member of our school community. It is your unwavering commitment, hard work, and passion for education that make this school truly extraordinary. Together, we have not only achieved great milestones but also created a nurturing environment where every student can thrive. Thank you for your dedication, teamwork, and belief in our

shared vision. Thank you parents and caregivers for entrusting us with the education of your children and partnering with us on the journey.

**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 2024 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 Minter and Reverend Tracey Gracey.





## 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 157 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 2024 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	537	280	257	1%	12%
Full-time Equivalent Enrolments	537				



## 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	10
Post Grad Diploma	1
Bachelor of Early Childhood Education	11
Bachelor of Education (Honours)	2
Bachelor of Education	19
Bachelor of Teaching	5

Diploma of Teaching Early Childhood Education	7
Diploma of Teaching	4
Bachelor Specialised	22
Other Qualifications including Certificate and Diploma	26



## Workforce composition, including Aboriginal and Torres Strait Islander composition

### School Staff in 2024 (as at Term 4)

			TOTAL #
Teachers, Early Learning Centre	Permanent	4	6
	Temporary Replacement	2	
Teachers, Primary	Permanent	40	46
	Temporary Replacement (Home Group Teachers)	6 (23)	
Chaplains			2
Non-Teaching Staff ELC	Permanent	10	22
	Temporary Replacement	12	
Non-Teaching Staff R-6	Permanent	31	45
	Temporary Replacement	14	
OSHC	Permanent		1



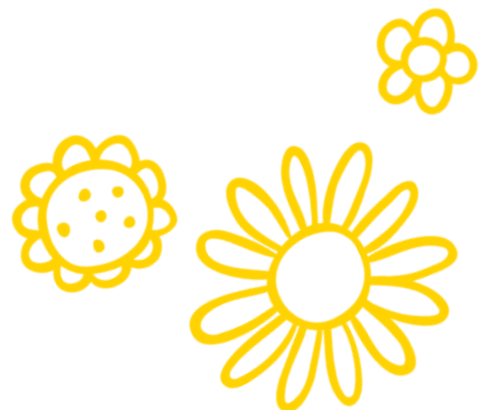
## Wellbeing

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.

Wellbeing at SPW in 2024 fostered positive mental health and resilience among students. We always emphasise the importance of relationships, emotional support, and community engagement. Here are the top ten Wellbeing initiatives from 2024:

- **Bounce Back Program:** This curriculum helps students from Reception to Year 6 develop social and emotional skills, promoting sustainable mental health, wellbeing, and resilience.
- **Pastoral Support:** School Chaplains, Reverend Andrew and Reverend Tracey, provide pastoral counselling for everyone in the SPW community, ensuring emotional and spiritual support.
- **Allied Health Services:** Programs like Custom Minds Psychology and Positive Minds Australia provide additional support onsite, creating a network of care for students' wellbeing.
- **Community Service:** Serving others through initiatives like Playground Leaders, card-making for Kapara Aged Care, and participation in Clean Up Australia Day promotes stress reduction, mood improvement, and happiness.
- **Gratitude Practice:** Weekly Chapel services are dedicated to practicing gratitude, teaching students to reflect on what they are thankful for and pray for others.
- **Mindfulness and Meditation:** Year 5 students practice meditation and mindfulness techniques such as breathing exercises and guided imagery to manage stress and improve overall wellbeing.
- **Self-Esteem Focus:** Year 6 students engage in Self Esteem Week, focusing on body positivity and emotional health through lessons from the DARE Graduate diploma.
- **Wellbeing Education:** Year 2 students use the Grow Your Mind program to understand how the brain works, with a focus on emotional regulation, such as managing reactions to stress.
- **Animal Support:** Wilbur, the school dog, and the SPW chooks are part of the emotional support system, helping students regulate emotions through their comforting presence.
- **Mental Health Awareness:** Encouraging students to understand their mental health, promoting the idea that managing mental health is a practice that leads to progress for life.

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 2)
- 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)

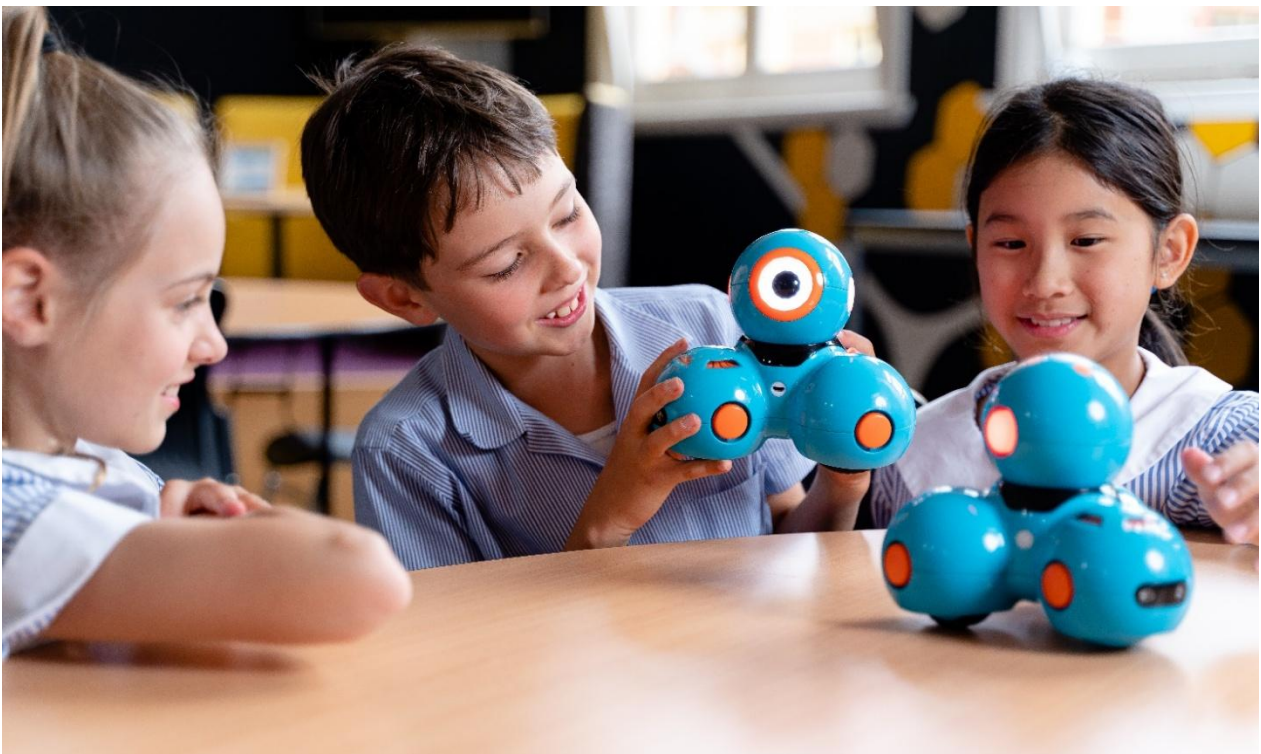
## Allied Health Professionals

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 School Psychologist who works part-time (Term 1 to end of Term 3).
- 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	91.0%	91.5%	91.7%	90.0%	90.4%	90.9%	89.4%
Punctuality Rate	97.7%	98.3%	98.4%	98.0%	97.9%	96.8%	95.8%

### 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 2024.

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	435	439	431	452	433
Similar School	453	452	439	461	443
All Schools	404	416	401	409	404

Year 5	Reading	Writing	Spelling	Grammar	Numeracy
SPW	510	501	501	517	517
Similar School	529	515	514	534	525
All Schools	492	485	486	498	489

## Additional support to children (Inclusive Education)

During 2024 St Peter's Woodlands continued to showcase our philosophy and practice of full inclusion through the delivery of a Multi-Tiered System of Supports (MTSS) and by facilitating a wide range of services and supports provided by the Inclusive Education team.

At SPW inclusion, support and intervention begins in the classroom with our team of dedicated Education Support Officers – we had a team of 16 Education Support Officers (ESO) placed in classrooms daily until lunchtime (and in some cases, beyond). Our team of ESOs help facilitate accommodations and support for all our students within the classroom as well as running specific, targeted programs. Our highly skilled team of ESOs play a vital role for enhancing the delivery of evidence-based practices in order to achieve optimal inclusion and engagement outcomes for all of our students.

The ongoing learning needs of our students continues to be very well supported through excellent Tier 1 teaching practices, a team of experienced in-class Education Support Officers, targeted, evidence-based intervention programs, close monitoring of student progress, ongoing screening assessments, early identification of diverse learning needs/differences, and the development of Individualised Learning Plans. Individualised Learning Plans (ILP) developed to assist families and teachers with tracking strategies to student learning, are regularly reviewed, updated by class teachers and shared with families to provide a collaborative approach to student learning and well-being.

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.

Inclusive Education continued to facilitate the provision of Allied Health support for our families and increased the number of visiting Psychologists, Occupational Therapists, Speech Pathologists, Social Workers and Behaviour Therapists, thereby providing wider choice of supports for our families.

Lunchtimes saw the return of our ever-popular Hub Club to its original home – much to the delight of our regular visitors. The happiness, cooperation and developing skills displayed by the children is a joy to behold. Most popular activities continue to be Lego (with amazing creations), cubby building and having a break on our couches or in the chill-out spaces. Wool craft took off this year – I have certainly become an expert in teaching 'Tom Boy stitch', knitting and crochet and certainly appreciated the help from our newly appointed 'Hub Leaders'. In Term 4 we also expanded our support to recess times, with the introduction of Uno Club for select, older VIP guests – it is proving very popular! The Hub continues to play a very important role in providing our students a fun, safe and engaging space to come and feel supported at recess and lunchtime in the development of their friendships and social interactions. It is run and supported by the Inclusive Education team and the focus is on giving all children a place where they can develop and practise important friendship skills. The Hub continues to be a very important part of our school community and why St Peter's Woodlands is extraordinary!

The social and emotional needs of our students was well supported throughout 2024 by our School Psychologist, through regular 'check-ins', targeted support, resourcing for teachers and families, and in-class mentoring, as well as support at lunchtime in the Inclusive Education Hub drop-in centre.





## Parent, student and teacher 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 2024, parents of students in Reception to Year 5 were asked to complete a survey in relation to teaching and learning at SPW.

During Term 4 of 2024 SPW held a film screening for Embrace Kids which was very well attended.

### Students

The Student Services Leadership Council (SSLC), continued to engage with their fellow students in a number of ways. Class meetings continued throughout the year, and students were able to put forward suggestions to their Student Leaders. These leaders in turn met regularly with the Head of Primary and this forum provided a two-way continuation of student communication with the school, bringing about key changes which affect students.

A number of student leaders were provided the opportunity to visit the Kids Kindness Convention in Sydney during Week 6 of Term 2. These students were then able to hold our own Kindness Convention here at SPW during Week 4 of Term 3 in which students from a couple of other schools attended.

The Anglican Schools Network Group Student Leadership Day was held during Week 4 of Term 3 in which SPW had a number of students attend.



## Teachers

Teachers had the opportunity to participate in a workshop provided by Kath Murdoch around planning a powerful unit of inquiry.

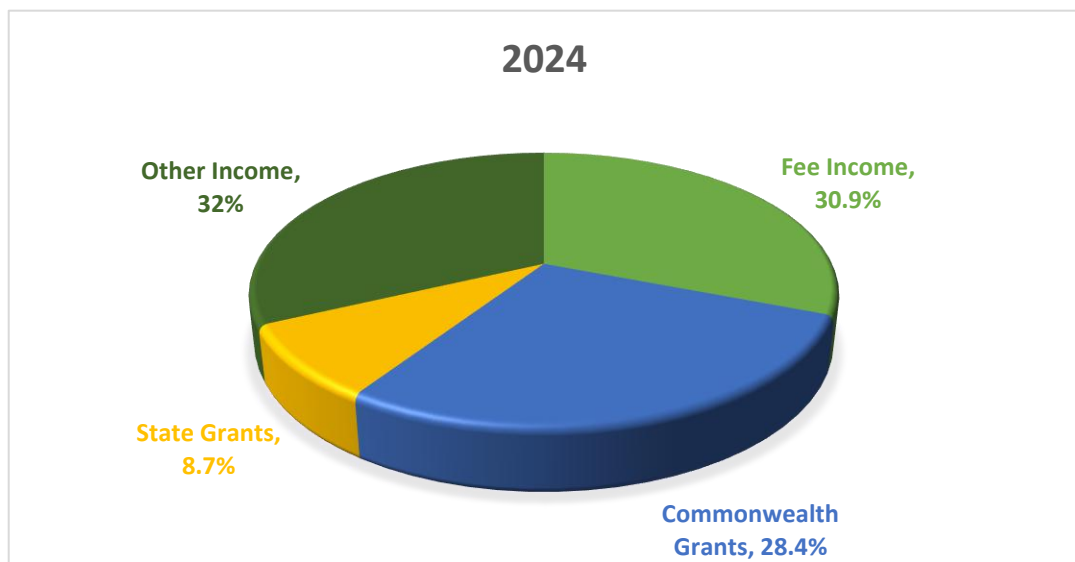
Dr Ron Ritchhart from Harvard University visited the school for two days, allowing teaching staff to have further training around Cultures of Thinking during Term 3 of 2024.

There was a professional development day at the beginning of Term 3 which was solely based on wellbeing for all staff. This day also centred around staff providing service to the community.



## 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 2024, 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  
ABN 93 863 669 897

39 Partridge Street  
Glenelg SA 5045

E: [administration@spw.sa.edu.au](mailto:administration@spw.sa.edu.au)  
T: (08) 8295 4317

[spw.sa.edu.au](http://spw.sa.edu.au)

**The difference is extraordinary.**