



St Peter's Anglican College Annual Report

2025

D McPartland
Principal

H Walsh
Business Manager

Under the NSW Education Act a registered non government school must have policies and procedures that ensure its participation in annual reporting to publicly disclose the educational and financial performance measures and policies of the school. St Peter's Anglican College complies with this obligation by posting this Annual Report on the school's website. It is located at www.stpetersbroulee.nsw.edu.au. The website also contains a full list of existing school policies covering student welfare policies, discipline policies, complaints and grievances resolution policies. Additional information as evidence of compliance with the Education Act is included in this Annual Report.

Background

St Peter's Anglican College is a Prep to Year 12 co-educational day school on the Far South Coast of New South Wales.

In 2025 the College had students in all classes from Prep to Year 12 for the sixteenth year.

St Peter's Anglican College is an independent school with a talented school Board. The school is one of eight Anglican schools within the Canberra-Goulburn Diocese.

The College opened in 2003 with two permanent buildings and one temporary administration building.



Roxburgh Sanctuary

Aims of the College

The aims of St Peter's Anglican College are specified in section 3.1 of the *Diocesan Schools Ordinance 1998*, and in the *Ethos Statement for Anglican Schools'* prepared by the Diocesan Schools Council of the Anglican Diocese of Canberra and Goulburn.

The *Ethos Statement* defines the aims of the College as:

1. *To provide a co-ordinated and integrated approach to education so that Christian spirituality, values and belief are encouraged throughout life.*
2. *To provide excellent education, offering a broad curriculum and a wide range of extracurricular activities.*
3. *To provide an opportunity for children and their families to relate to the Christian faith, recognising that many would not have had contact with traditional parish life; and to develop a significant worship community which demonstrates Christian compassion in caring for others and which builds and maintains close links with one or more local parish churches.*
4. *To prepare students within a disciplines school community to be broadly educated, responsible, confident, empathetic and compassionate contributors to the well-being of society.*

Educational Philosophy

St Peter's Anglican College provides families of the Eurobodalla Shire with an independent, Anglican, low fee and co-educational school.

The emphasis is on quality and students are given an excellent education that is relevant for the present whilst preparing them to become successful, contributing members of their community for the future.

The College seeks to enhance each student's full potential by developing the knowledge, skills, attitudes and spiritual awareness they need to understand themselves, their relationship with others in the context of Christian values and the world at large. In 2015 the College updated the following Vision and Values Statements:

St Peter's Visions and Values

The St Peter's community is focused on achieving **one's best, continuous improvement** and **teamwork**. This is achieved by forging **authentic relationships** built on **trust, respect and integrity**.

Our staff constantly model and reinforce the importance of **preparation, effort, honest self-reflection** and meaningful **feedback**. The College has three key touchstones: **Faith, Courage and Excellence**.

The College Community believes FAITH:

- is expressed through our actions, words, thoughts and relations with Christ and others;
- reinforces the importance of Pastoral Care and Anglican virtues such as compassion, giving, sharing and gratitude;
- establishes a nurturing community built on trust, acceptance and forgiveness; and
- results from a greater understanding of self and the world around them.

The College Community believes COURAGE:

- develops resilience, determination and accountability;
- allows individuals to set and reach personal goals despite hardship and adversity;
- is required to establish socially just communities; and
- promotes doing your best, without fear of failure.

The College Community believes EXCELLENCE:

- results from high expectations, motivation and endeavour;
- is an individual journey where one continuously aspires to do one's best;
- involves the delivery of quality learning practices within collaborative and supportive staff and student relationships; and
- is achieved by learners who are curious, creative and critical thinkers.

The Curriculum

The College is registered and accredited with the New South Wales Education Standards Authority (NESA). It offers a comprehensive educational programme in the full range of Key Learning Areas from Kindergarten to Year 12.

The College provides an imaginative, purposeful and enjoyable learning environment, where student's individual needs and abilities are encouraged and nurtured.

The College was inspected, registered and accredited by NESA in May 2023.



Message from the Chairperson of the College Board

St Peter's Anglican College in Broulee is a Pre-Kindergarten to Year 12 school which provides the Eurobodalla community with a vibrant educational environment in the Anglican tradition. Under the exceptional leadership of the Principal, Mr Darren McPartland, enrolment increases have been sustained and buildings constructed to provide appropriate facilities for student learning and support.

The College offers students a substantial range of opportunities for students to develop in academic, spiritual, artistic, practical and sporting domains. Students are encouraged to share their gifts and skills not only to benefit themselves, but also to contribute to the wider community. There is a strong emphasis on students taking responsibility for the consequences of their decisions and always doing their best.

The Board is compliant with all NESA requirements for Responsible Persons in Independent schools. The Board and College Executive continue to benefit from the support of Anglican Diocesan Services in the financial, legal and administrative aspects of school governance and management.

I commend this report as an outline of developments at St Peter's Anglican College in a wide range of areas, which reinforces confidence in the work of the College.



Dr Jill Ireland
Board Chair

1 Educational Report for 2025

School performance in State-wide tests and examinations

1.1 Higher School Certificate

HSC Trends

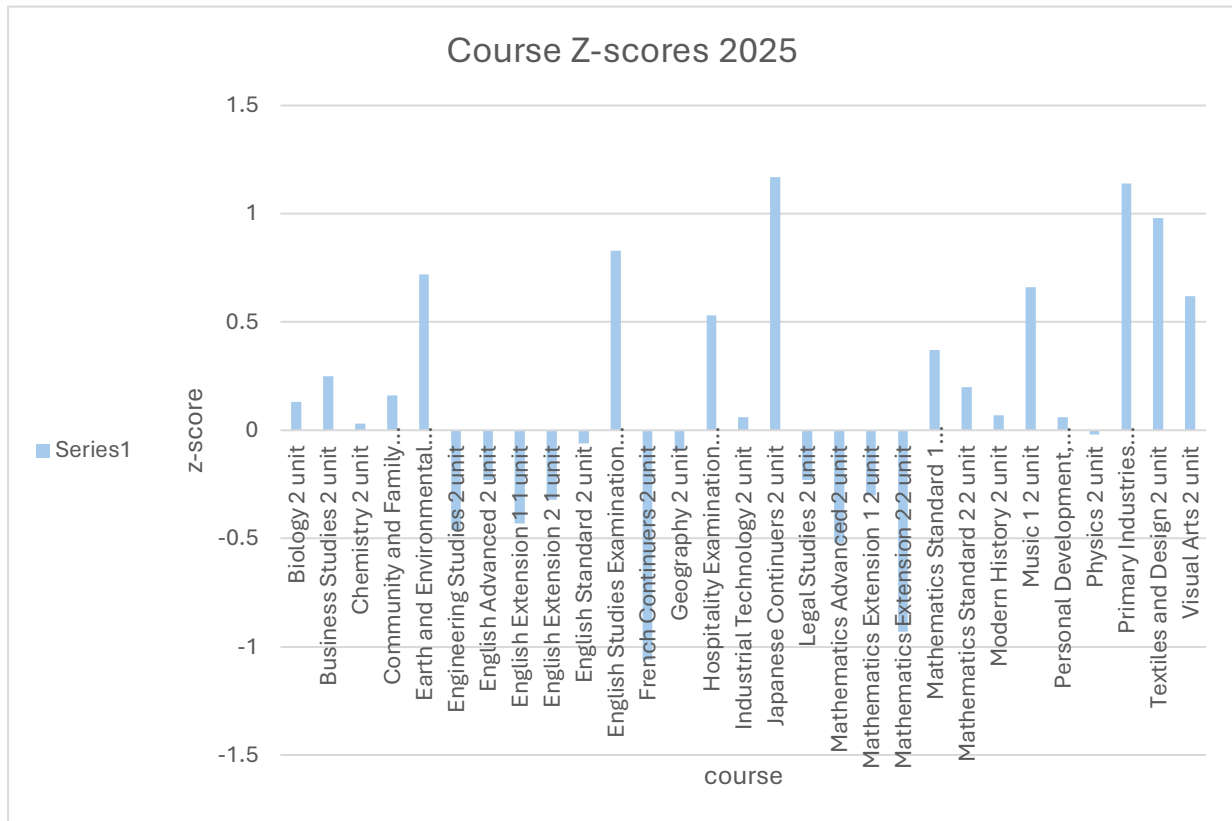
St Peter's Anglican College is a Prep to Year 12 co-educational school on the south-east coast of NSW. Year 12 students' results have been trending in a positive manner (whether looking at a 5-year or 15-year view).

Considering the candidature size, St Peter's continues to offer a comparatively high selection of courses.

School vs State Data

Course Name	Moderated Assessment Mean	School Exam Mean	State Exam Mean	School /State Variation	Z-Score
Biology 2 unit	75.09	74.73	73.04	1.69	0.13
Business Studies 2 unit	77.33	77.33	74.28	3.05	0.25
Chemistry 2 unit	75.82	75.27	74.86	0.41	0.03
Community and Family Studies 2 unit	76.66	75.68	74.00	1.68	0.16
Earth and Environmental Science 2 unit	83.35	83.03	74.10	8.93	0.72
Engineering Studies 2 unit	68.16	67.96	73.2	-5.24	-0.46
English Advanced 2 unit	80.54	80.24	81.80	-1.56	-0.23
English Extension 1 1 unit	40.32	40.32	42.38	-2.06	-0.43
English Extension 2 1 unit	36.03	39.07	40.94	-1.87	-0.32
English Standard 2 unit	71.25	71.14	71.62	-0.48	-0.06
English Studies Examination 2 unit	0	67.40	58.72	8.68	0.83
French Continuers 2 unit	72.75	72.10	82.13	-10.03	-1.06
Geography 2 unit	74.53	74.60	75.66	-1.06	-0.09
Hospitality Examination	0	79.5	74.39	5.11	0.53
Industrial Technology 2 unit	72.48	71.32	70.62	0.70	0.06
Japanese Continuers 2 unit	93.8	93.8	78.89	14.91	1.17
Legal Studies 2 unit	73.37	72.11	75.21	-3.1	-0.23
Mathematics Advanced 2 unit	72.40	72.49	78.83	-6.34	-0.52
Mathematics Extension 1 2 unit	73.75	73.68	78.71	-5.03	-0.3
Mathematics Extension 2 2 unit	70.47	70.47	82.48	-12.01	-0.93
Mathematics Standard 1 Examination 2 unit	0	75.07	70.99	4.08	0.37
Mathematics Standard 2 2 unit	74.43	74.17	71.56	2.61	0.2
Modern History 2 unit	75.10	74.70	73.72	0.98	0.07
Music 1 2 unit	88.47	88.36	81.27	7.09	0.66
Personal Development, Health and Physical Education 2 unit	74.83	74.85	74.15	0.7	0.06
Physics 2 unit	73.58	73.38	73.58	-0.2	-0.02
Primary Industries Examination 2 unit	0	83.60	74.64	8.96	1.14

Textiles and Design 2 unit	88.80	88.80	77.44	11.36	0.98
Visual Arts 2 unit	86.43	86.43	81.38	5.05	0.62



Course Name	Included Students	Omitted Students	B6	B5	B4	B3	B2	B1
Biology	28	0	3	5	12	8	0	0
Business Studies	6	1	1	1	3	1	0	0
Chemistry	12	0	1	3	4	4	0	0
Community and Family Studies	13	0	3	1	5	4	0	0
Earth and Environmental Science	8	0	3	3	1	1	0	0
Engineering Studies	5	0	0	0	3	1	1	0
English Advanced	27	0	1	13	13	0	0	0
English Standard	22	1	0	1	14	7	0	0
English Studies Examination	1	0	0	0	0	1	0	0
French Continuers	4	0	0	1	2	0	1	0
Geography	3	1	0	0	2	1	0	0
Hospitality Examination	2	0	0	1	1	0	0	0
Industrial Technology	10	1	0	0	7	3	0	0
Japanese Continuers	1	0	1	0	0	0	0	0
Legal Studies	13	0	2	2	3	3	3	0
Mathematics Advanced	18	0	0	4	8	5	1	0

Mathematics Standard 1 Examination	3	0	0	0	3	0	0	0
Mathematics Standard 2	23	2	5	3	8	5	1	1
Modern History	2	0	0	0	2	0	0	0
Music 1	11	1	5	6	0	0	0	0
Personal Development, Health and Physical Education	12	0	0	4	4	4	0	0
Physics	8	0	2	1	2	2	1	0
Primary Industries Examination	1	0	0	1	0	0	0	0
Textiles and Design	2	0	0	2	0	0	0	0
Visual Arts	6	1	1	5	0	0	0	0
Band Total			28	57	97	50	8	1

**NOTE: this does not include data for extension subjects*

Extension Course Band Summary

Course Name	Included Students	Omitted Students	E4	E3	E2	E1
English Extension 1	5	0	1	4	0	0
English Extension 2	3	0	0	2	1	0
Mathematics Extension 1	8	0	1	4	3	0
Mathematics Extension 2	3	0	0	2	1	0



Course Band Summary

**NOTE: this does not include data Bands E3/E4 from extension subjects.*

1.2 Literacy and Numeracy Assessments (NAPLAN) Years 3, 5, 7 & 9

In 2025 Year 3, 5, 7 and 9 students participated in the National Assessment Program Literacy and Numeracy (NAPLAN) test.

Year 3 - 53 students

	Exceeding		Strong		Developing		Needs Additional Support		No Data	
	Number	%	Number	%	Number	%	Number	%	Number	%
Numeracy	8	15	31	58	9	17	2	4	3	8
Reading	18	34	21	40	9	17	3	6	2	4
Writing	3	6	40	75	6	11	0	0	4	8
Language Conventions – Spelling	6	11	29	55	11	21	4	8	3	6
Language Conventions – Grammar & Punctuation	6	11	24	45	17	32	3	6	3	6

Year 5 - 58 students

	Exceeding		Strong		Developing		Needs Additional Support		No Data	
	Number	%	Number	%	Number	%	Number	%	Number	%
Numeracy	3	5	41	71	10	17	1	2	3	5
Reading	7	12	37	64	7	12	4	7	5	9
Writing	2	4	30	52	18	31	6	10	2	4
Language	4	7	32	55	13	22	5	9	4	7

Conventions – Spelling										
Language Conventions – Grammar & Punctuation	4	7	25	43	21	36	4	7	4	7

Year 7 - 124 students

	Exceeding		Strong		Developing		Needs Additional Support		No Data	
	Number	%	Number	%	Number	%	Number	%	Number	%
Numeracy	14	11	76	61	18	15	7	6	9	7
Reading	26	21	50	40	33	27	9	7	6	5
Writing	18	15	62	50	36	29	3	2	5	4
Language Conventions – Spelling	17	14	56	45	34	27	8	6	9	7
Language Conventions – Grammar & Punctuation	19	15	46	37	35	28	15	12	9	7

Year 9 - 115 students

	Exceeding		Strong		Developing		Needs Additional Support		No Data	
	Number	%	Number	%	Number	%	Number	%	Number	%
Numeracy	10	9	57	50	28	24	4	3	16	14
Reading	21	18	56	49	21	18	7	6	10	9

Writing	24	21	35	30	41	36	9	8	6	5
Language Conventions – Spelling	18	16	57	50	26	23	7	6	7	6
Language Conventions – Grammar & Punctuation	21	18	41	36	30	26	16	14	7	6

2 Teacher Standards

The College is registered and accredited by the New South Wales Education Standards Authority (NESA) for the maximum period for Stages 1-6.

All teachers are suitably qualified and have had a number of in-service opportunities to develop their teaching skills during 2025.

Teachers to cease employment: Two teaching staff resigned.

Total Teaching Staff	Total Non Teaching Staff	Total
82	36	118

Of the total teaching staff 14 were part time.

2.1 Professional Development

Teachers at St Peter's have continued to improve their professional knowledge and skills through:

- Enrolment in postgraduate courses
- Participating in in-house workshops delivered by visiting speakers/consultants/researchers

Areas of professional development have included:

First Aid/CPR Training
Technology Mandatory Conferences on Agriculture and Materials
Experiments for new Physics
Crooked Science: New Physics
NCCD Moderation and Support
Keats Bright Star - English
Diving in Depth Studies
Revised Stage 6 Science Syllabus online module
Teach Money Smart
Teacher Essentials
Effective use of Interactive Whiteboard
Understanding the Cognitive Teenage Brain – whole school

Extension English: Worlds of Upheaval
Creating Engaging STEM Thinking Classrooms
Level 2 – Advanced Type 1 in Schools
Discover Deep Learning

3 Student Attendance Rates

The rate of attendance for all students is:

	2020	2021	2022	2023	2024	2025
All students	91.83%	89.19%	88.97%	87.65%	88.64%	87.43%

3.1 Attendance

The College has a computer data base (Synergetic) which records attendances electronically.

All homeroom teachers mark the roll electronically in homeroom each morning and for the six periods each day. These are entered on the data base through the Administration Office.

Absence is to be noted through a note to the teacher upon the return of the child to school or alternatively submitting an online absence through the school app.

Applications for Leave are made in writing to the Principal and are approved if circumstances are such that no other opportunity is available to complete the request.

Continual absence/trends of absence are noted by Homeroom teachers or the Administration Office and require contact with the home. This includes lateness.

Late arrival/early departure require students to report to the main Office to sign in/out. Notes from home are expected prior to students leaving the College grounds.

Year	Attendance Rate
K	92.7%
1	91.07%
2	91.55%
3	92.75%
4	93.48%
5	92.56%
6	92.93%
7	86.61%
8	84.64%
9	81.84%
10	78.02%
11	83.31%
12	75.13%

3.2 Enrolment Process

In 2025 the College was in its twenty third year. All students were able to be accepted. The College is open to all students and their family group who are made well aware of the ethos and foundation of the College.

3.3 Class Structures

The College has the Junior School (Primary) and Senior School (Secondary).

The Junior School includes Prep to Year 6.

The Senior School includes Year 7 to Year 12.

Entry into the College follows application and a personal interview. Entry can be into any grade/class.

3.4 Senior Secondary Outcomes

Vocational/Trade Training

	2020	2021	2022	2023	2024	2025
Students	1	2	2	5	4	7

HSC Equivalent

	2020	2021	2022	2023	2024	2025
Students	100%	100%	100%	100%	100%	100%

In 2025, 100% of our students who attempted the HSC received a Higher School Certificate.

Actual Retention Rates in Secondary School

The retention rates for Year 10 to Year 12 show that

Year 10 (2019) - 50	Year 11 (2020) - 45	Year 12 (2021) - 46
Year 10 (2020) - 35	Year 11 (2021) - 37	Year 12 (2022) - 36
Year 10 (2021) - 53	Year 11 (2022) - 50	Year 12 (2023) - 47
Year 10 (2022) - 60	Year 11 (2023) - 55	Year 12 (2024) - 51
Year 10 (2023) - 77	Year 11 (2024) - 59	Year 12 (2025) - 56
Year 10 (2024) - 62	Year 11 (2025) - 48	Year 12 (2026) - 43

4 Characteristics of Student Body

The College is a co-educational school. The breakdown of students across the College show a good balance.

Students	2020	2021	2022	2023	2024	2025
Male	223	292	368	409	416	437
Female	193	271	368	363	399	414

Junior School

Students	2021	2021	2022	2023	2024	2025
Male	102	137	188	174	210	214
Female	78	118	165	150	191	196

Senior School

Students	2020	2021	2022	2023	2024	2025
Male	121	155	180	235	206	223
Female	115	153	193	213	208	218

4.1

The College draws its students from a wide area. The College is located halfway between Batemans Bay and Moruya in the seaside village of Broulee. Transport to the College for most students is by bus or private car. Some walk or ride bikes.

Students travel from Bermagui in the South to Ulladulla in the North. Some are from rural areas out from the townships and villages of the area.

Many parents work outside of the area daily. The distance and bus services have had an impact upon the co-curricular programme. As a result most co-curricular occurs during the school day (lunchtimes etc) or immediately after the school day.

4.2 Nature of the Student Population

The majority of the students are Caucasian. 5.6% of students recognise their Aboriginal heritage.

The College was founded as an Anglican School by the Canberra Goulburn Diocese. There is an expectation that students will accept the Ethos Statement at the time of enrolment. All students are accepting of this and participate in College events as required.

5 Policies

Enrolment Policy

The enrolment policy for the College is set by The St Peter's Anglican College Ordinance (2000) and Diocesan Schools Ordinance (1998). Included in the Goals and Principles for the operation of diocesan schools is the statement that "Diocesan Schools...will aim to provide a high quality, integrated educational experience from a variety of backgrounds...(and) to cater for students with a wide range of abilities." In addition "the Diocesan schools...will be accessible schools with a fee structure affordable by the average family; and have enrolment policies which are non discriminatory,

encourage parents to have sympathy and support the educational philosophy and ethos of the school; give consideration to students with special needs; and provide for exceptional circumstances”.

The enrolment practice at the school is in keeping with the policy. All student enrolments are treated without influence of religion, race or creed. Exceptional circumstances are considered on an individual basis.

St Peter's Anglican College maintains a register of enrolments in the school's administration system (Synergetic). This includes the following information for each student:

- name, age and address;
- the name and contact telephone number of parent(s)/guardian(s);
- date of enrolment and, where appropriate, the date of leaving the school and the student's destination;
- for children older than six (6) years, previous school or pre-enrolment situation; and
- where the destination of a student below seventeen (17) years of age is unknown, evidence that a NSW Department of Education officer with home school liaison responsibilities has been notified of the student's full name, date of birth, last known address, last date of attendance, parents' names and contact details, an indication of possible destination, other information that my assist officer to locate the student, and any known work health and safety risks associated with contacting the parents or student.

Refer to Appendix 1 for further information re Enrolment Policy

Student Welfare Policies

Rationale:

- The College promotes a healthy, supportive and secure environment for all children and to raise awareness of what makes students resilient, to develop strategies to reduce vulnerabilities, to build student/school connectedness, and to increase coping skills.

Aims:

- The College is a positive environment in which all teachers assume responsibility for student welfare, striving to provide successful experiences for all children, where children feel safe and secure in a supportive environment where a sense of belonging and wellbeing are strengthened.
- Children develop positive social behaviour and problem solving skills.
- The staff are confident, skilled and proactive in the management of student welfare issues.
- Communication processes and protocols are clear and well known to ensure the effectiveness of student welfare support. Procedures related to this policy are contained in the staff handbook, which is available on the website.

Anti-Bullying Policy

Bullying is totally against the mission and purpose of St Peter's Anglican College, and is absolutely committed to providing an educational environment in which staff and students feel valued and secure. To achieve this end, the College seeks to create a school culture that:

- Allows students to flourish free from discrimination, harassment or any form of bullying;
- Does not tolerate, condone or trivialise bullying behaviours;
- Is aware of what constitutes bullying behaviour;
- Provides support to the victims of bullying; and
- Deals firmly with bullies so that they modify their behaviour.

A copy of the College's Anti-Bullying Policy can be found on our website
www.stpetersbroulee.nsw.edu.au

Behaviour and Discipline Policies

The purpose of the Behaviour policy is to enhance the development of positive relationships between students, staff, parents and members of the College community to:

- Develop self discipline
- Raise self esteem
- Increase learning opportunities

Guidelines

All aspects of this behaviour policy are to be communicated clearly to all members of the College community.

All individuals are to be valued and treated with respect.

The responsibilities and rights of students, staff and parents are to be honoured consistently.

The physical and emotional environment for learning and teaching will be safe, secure and appropriate for the stage of development of the students.

The College policies and procedures must at all times be fair, logical and applied consistently.

Rights and Responsibilities

All students, staff and parents have a responsibility to ensure that the rights of all are honoured.

This responsibility includes:

- Treating all people respectfully
- Being safe in all situations
- Taking pride in personal and collective appearance
- Learning carefully
- Solving problems thoughtfully

The rights of each individual involved at St Peter's are such that:

Students have a right to learn in a friendly, safe and supportive school.

Staff have a right to teach in a school which is supported by the College community.

Parents have a right to know that their children learn in a friendly, safe and supportive College.

Discipline within the College is under the oversight of the Principal. Teachers are encouraged to deal with classroom discipline matters of a minor nature and only refer more serious or repeated behaviours.

The line of discipline is as follows: Classroom teacher = Coordinator = Director of Wellbeing = Principal

Procedures related to this policy are contained in the staff handbook.

Complaints and Grievances Resolution Policies

The Complaints and Grievances policy of the College includes processes for raising and responding to matters of concern identified by students, parents and staff. The principles of procedural fairness are applied appropriately in all matters related to complaints and grievances.

Initiatives Promoting Respect and Responsibility

The College has the following celebrations:

- Opening Assembly featuring a smoking ceremony;
- NAIDOC Week celebrations; and
- ANZAC Day.

Weekly assembly and chapel that examines numerous themes:

- Bullying;
- Positive relations;
- International awareness; and
- Technology use and misuse.

There are also special programmes used to highlight particular areas:

- RYDA;
- Love Bites (Relationship course for Year 10).

The strong House system and homeroom organisation (overseen by Stage Level Co-ordinators) is an important part of the pastoral system.

The College sets high standards of behaviour and has a strong focus on positive staff-student and staff-parent relationships. The role modelling of positive staff behaviour is significant here.



Year 7 Camp

6 School Determined Improvement Targets 2025

Goals for 2025	Outcome
Develop specialist classes in Year 9 & 10 to help disengaged students.	The implementation of classes for boys were an outstanding success. Both engagement with learning and behaviour improved dramatically.
Complete the Stage 3 development.	All but completed with extension to main carpark to be completed.
Open the campus up further to the community.	Numerous groups use the Performing Arts and Sports facilities.
Expand after school classes.	This has expanded into both Year 11 and Year 12 two afternoons a week.
Further enhance Literacy and Numeracy in the Junior School.	NAPLAN & Pat testing results again show improvements.
Develop a dedicated reading program in the Junior School with a specialist teacher and utilise community assistance.	A reading specialist has been employed. We have also engaged the local community to assist.
Implement LMS with appropriate staff training across the College.	Beginning stages implemented.
Provide opportunities for staff development in leadership, teaching and learning.	Specific and group professional development has been run throughout the year.

7 School Determined Improvement Targets 2026

Goals for 2026	Outcome
Further develop the Learning Management System with the employment of a leader of the project.	
Further develop staff PD and coaching opportunities.	
Develop specialist sporting opportunities.	
Combine the focus on Numeracy & Literacy improvement across the College.	
Complete a strategic and then master plan.	
Connect with HICES to provide students with more academic opportunities - Debating, Gifted & Talented ad Public Speaking.	
Improve playing fields and gardens.	
Implement a 1 to 1 device program in Years 10 to Year 12.	

8 Principal's Comments

Following seven years of significant enrolment growth and an extensive period of campus development, 2025 marked an important milestone for St Peter's College with the completion of several major building projects. The departure of builders from the campus by the middle of the year allowed the College to focus even more strongly on its core purpose—improving student outcomes across academic, pastoral and co-curricular domains.

The completion of our new Gymnasium has provided the Health and Physical Education Faculty with a state-of-the-art home that has significantly enhanced teaching and learning opportunities. Beyond the school day, the facility has been embraced by local sporting organisations, further strengthening the College's connection with the wider community.

Student wellbeing continues to be a defining feature of the College. The Resilience Project has become fully embedded within the Senior School, with recent research conducted by Monash University highlighting a strong positive impact on our students. We were particularly pleased to receive recognition from The Resilience Project team, who congratulated the College on these outstanding results. Our annual Connection Days for each year group have also continued to make a meaningful contribution to student wellbeing and school connectedness.

Academic achievement remained a significant strength throughout 2025. Our Year 12 students achieved outstanding HSC results, with St Peter's recognised as the highest-performing ATAR school in Southern New South Wales, from the Victorian border through to Wollongong. These results reflect the continued development of a strong academic culture across the College, supported by high expectations, dedicated staff and committed students.

The completion of the Performing Arts Centre extension, incorporating the entire Music Department, has provided exceptional new learning spaces, including specialist classrooms and practice rooms. Together with our Drama facilities, these outstanding resources have created a vibrant new home for the Creative Arts. Student success across a range of performing arts disciplines, particularly in HSC Music, reflected the strength of these programs.

Sport continues to be an area of considerable success for the College. St Peter's has further strengthened its position as the dominant school within the Southern Anglican Schools Sports Association. A growing number of students are now competing at national level across a range of sports. During 2025, planning also commenced for new initiatives to better support talented student athletes through specialist sporting programs and enhanced academic support.

Like many schools across Australia, teacher recruitment continues to present challenges. Despite this, we have been delighted with the calibre of educators joining our staff, including highly qualified teachers recruited from overseas. Their expertise and commitment have further strengthened our teaching team and enhanced learning opportunities for students.

The College has further improved our financial position throughout 2025. Despite ongoing economic pressures and significant increases in operating costs, particularly wage growth exceeding 10 per cent, the College was able to limit fee increases to less than 6 per cent. Careful financial stewardship has enabled us to continue investing in our facilities, programs and people while further strengthening the College's overall financial position.

As we look to the future, St Peter's College remains committed to providing an outstanding Christian education that develops confident learners, compassionate young people and responsible citizens. I thank our staff, students, parents and the wider College community for their continued support and contribution to another exceptional year.

A handwritten signature in black ink, appearing to read 'D McPartland'.

Darren McPartland
Principal

Appendix 1

Enrolment Policy

Enrolment at St Peter's Anglican College is subject to the following terms and conditions:

1. Upon receipt of a completed form, interviews with parents or guardians will be arranged.
2. Acceptance of students for enrolment at the College will be solely at the discretion of the Principal.
3. A student's enrolment will be effective from the date on which he/she commences at the College. All benefits, services, responsibilities and conditions of the College to be effective from that date.
4. Any health or educational difficulties must be declared. The three most recent school reports and relevant records should be included with the application. All documents will be treated confidentially.
5. Children starting Kindergarten should be four years and nine months of age from January 1st of the year of enrolment.
6. A birth certificate and proof of immunisation should accompany the enrolment application form.
7. Parents will agree to allow the student to participate in the College's religious studies including devotions.
8. Parents undertake to provide the student with all necessary equipment of a personal nature, that may be required to enable the student to benefit from the education offered.
9. Parents undertake to provide the student with the correct uniform approved by the College, and to ensure that the student is always sent to the College neatly and appropriately dressed in the required uniform.
10. Parents undertake to support the College in requiring the completion of set homework as part of courses of study provided by the College.
11. Parents agree to pay all College fees and levies as they become due.
12. Parents accept the right of the College to employ such discipline as it deems wise for the student in accordance with the College's Discipline Policy and agree to uphold in every way possible the College's authority and right to administer such appropriate discipline in accordance with the policies of the College.
13. Payment will be made of an enrolment fee when enrolment is offered by the College. Payment of the fee is deemed to be acceptance of the offer of a place. The enrolment fee is non refundable. There shall be no additional enrolment fee paid for siblings attending the College.
14. Should a student be withdrawn from the College, a full term's notice of withdrawal in writing to the Finance Office shall be provided to the College, or the payment of a full term's fee in lieu of notice will be charged.
15. The student is expected to attend the College throughout the period for which he or she is enrolled. Absences from the College for the whole or part of a term for medical or special reasons, does not by itself justify a remission of fees, in whole or part. The College may refund all or part of the fees in exceptional circumstances, as determined on a case by case basis by

the Principal. Any future absence of a student must be requested in writing to the Principal. Other absences such as sickness must be notified promptly to the College Office.

16. The College may suspend or terminate enrolment at its discretion for failure to comply with these conditions or other serious breaches of the College's rules and regulations.



9 Financials

