

PEGS Community Report 2025

Who we are

Our school is respectful, inclusive and safe, and an exemplar for the pursuit of learning. We create future-ready thinkers and learners by challenging and supporting each other to be more and do more. We embrace a diamond model of education, where boys and girls learn in both single-sex and coeducational environments, to promote learning and social and emotional development. We are proudly a Christian based school that values the diversity of our community, and we provide a welcoming environment to people from all faiths and backgrounds. The education and the breadth of opportunities we provide establish the foundations that enable students to respond to challenges, adapt to a changing world, contribute to society and thrive.

What we are working towards

A community engaged and empowered in the shared pursuit of excellence in learning for an enriching present and an exceptional future.





Our values: REACH

Our five core values are encapsulated in the acronym **REACH**, reflecting the aspirational nature of our school community:

- **Respect – We Value**
- **Excellence – We Strive**
- **Accountability – We Act**
- **Curiosity – We Seek**
- **Heart – We Care**

REACH signifies a school culture that aspires not only to personal and collective excellence but also to extending support, exploring new ideas, and building meaningful partnerships with the broader community. Our values drive and guide our interactions with one another and our approach to teaching, learning and wellbeing.

Respect – We Value

We acknowledge the dignity and intrinsic worth of individuals and our world. We demonstrate fairness, kindness, and an awareness of diverse perspectives, recognising the impact of our actions on others.

Excellence – We Strive

In education and all that we do, we pursue the highest standards with focus and a commitment to continuous growth. We embrace challenges, learn from mistakes, and cultivate a culture of mastery and exceptional outcomes.

Accountability – We Act

We act with integrity and take responsibility for ourselves, others, and the world around us. We demonstrate honesty, reliability, and ethical behaviour in all we do.

Curiosity – We Seek

We learn and grow through questioning, exploring, and deepening understanding, stimulating wonder and innovation. We value intellectual engagement and lifelong learning.

Heart – We Care

We show kindness, courage, and empathy in our actions and relationships. We stand for what is right, support others, and build meaningful connections based on trust and compassion.

Chairman's message

It is a pleasure to share with you an overview of 2025 at Penleigh and Essendon Grammar School. It was a year characterised by growth, achievement, and a deepening sense of connection across our community.

At PEGS, the strength of our school is always found in the relationships between our students, staff, families and wider community. In 2025, these connections continued to flourish, as our enrolment grew to 2,996 students, reflecting the ongoing confidence families place in the education and care we provide.

Across our campuses, the year was rich with activity and opportunity. Students participated in a wide range of performances, sporting events, and Thinking Seminars, while community celebrations such as One School Day brought us together in meaningful and memorable ways. We were also proud to welcome the wider public onto our Keilor East campus through Open House Melbourne, offering a glimpse into the learning spaces and experiences that define our school.

Academically, our students achieved outstanding results. The Class of 2025 demonstrated great success, including three students achieving an ATAR of 99.90, with many more achieving outstanding personal outcomes. Across NAPLAN, PEGS students again performed well above state and national averages, with strong growth in areas such as numeracy and writing.

These results reflect not only high standards, but a consistent focus on supporting every student, whether they are striving for the highest academic outcomes or building confidence and capability in their learning journey.

Our commitment to a well-rounded education remains central to the PEGS experience. In 2025, students thrived across sport, music, drama, and co-curricular life. Our sporting programme saw remarkable success, with multiple premierships across winter and summer seasons. The performing arts also reached new heights, including the inaugural AGSV Music Festival, performances at the Melbourne Recital Centre, and outstanding school productions that brought our community together.

These experiences play a vital role in shaping confident, creative, and connected young people.

Behind the scenes, the School continues to provide important support to families when it is needed most. The work of the Hardship Committee ensures that students can maintain continuity in their education during times of challenge, reflecting the care and compassion that sit at the heart of our community.

Our campuses also continued to evolve. The completion of the Keilor Park Indoor Sports Centre marks an exciting addition to our facilities, while further refurbishment and development work across Essendon and Moonee Ponds will ensure our learning environments continue to meet the needs of current and future students.

At every level of the School, student safety and wellbeing remain our highest priority. Ongoing training, review of policies, and careful attention to risk management ensure that PEGS continues to provide a safe, inclusive and supportive environment for all students.

During the year, we also continued to strengthen our approach to teaching and learning. The introduction of an explicit teaching programme is having a positive impact across the School, particularly in supporting students who require additional support, while enhancing clarity and consistency in classroom practice.

A significant moment for our community was the endorsement of our REACH Values: Respect, Excellence, Accountability, Curiosity and Heart. These values reflect who we are as a school and guide the way we learn, work and relate to one another each day.

I would like to thank our staff, whose expertise, dedication and care shape every aspect of school life. Their work creates the conditions in which our students can thrive.

I also extend my thanks to the many families, alumni and supporters who contribute to the life of the School in so many ways. Your partnership is essential to the strength of our community.

It is a privilege to serve PEGS, and to be part of a community that is both deeply grounded in its values and forward-looking in its ambition.

Chris Clausen
Chairman

Board of Management

Chris Clausen, Chairman

Greg Aplin

Paul Phelan

Domenic Cerantonio

Mark Scicluna

Elizabeth Dapiran

David Whiting

Rebecca Howard

Bianca Mazzarella

Robert Gottliebse (resigned July 2025)

Andrew Smith (resigned May 2025)

Tom Wilson (resigned May 2025)

Learning and thinking

Our commitment to providing an exceptional educational experience continues to be guided by a clear focus on evidence-informed practice, curriculum excellence and the development of outstanding teaching. Significant work has been undertaken to strengthen the foundations that support student learning from the Kindergarten through to Year Twelve.

A key focus has been the continued growth of our Adaptive Leadership Program. Designed to develop the leadership capabilities required in a rapidly changing education space, the program continues to expand in both scope and influence. The involvement of additional schools has enriched the experience for participants.

Substantial progress was made in the development of a whole-school Instructional Framework. This framework articulates the pedagogical practices that underpin effective teaching across the School and provides a shared language for professional learning, classroom observation and instructional improvement. Complementing this work has been the development of common curriculum and assessment principles, ensuring greater coherence, consistency and clarity in the learning experiences provided to students.

To further strengthen curriculum leadership, the School has transitioned to a new leadership structure that includes Heads of Learning Area with responsibility for curriculum development and pedagogical practice from Years Seven – Twelve. This model promotes greater alignment across year levels and supports the continuous improvement of teaching and learning within each discipline. In addition, the introduction of a Director of Curriculum working across both Junior Schools has enhanced collaboration and curriculum continuity from the earliest years of schooling.

Evidence-based practice continues to drive decision-making across all aspects of teaching and learning. By drawing upon contemporary educational research and effective practice, we remain focused on achieving the best possible outcomes for every learner. This commitment has also informed a comprehensive review of our Learning, Diversity and Inclusion practices. The review is ensuring greater consistency of approach across the School while aligning our processes with current best practice in supporting diverse learners.

These initiatives reflect a shared commitment to continuous improvement and to creating learning environments where every student can thrive, grow and achieve their potential.

VCE results

All candidates successfully completed the VCE.

Three students achieved an ATAR score of 99.90 and 17 students (6% of the cohort) scored 99 or above, placing them in the top 1% of the state.

40% of the cohort achieved an ATAR of 90 or above.

The median ATAR score at PEGS was 84.15 placing the top 50% of our students in the top 16% of the state.

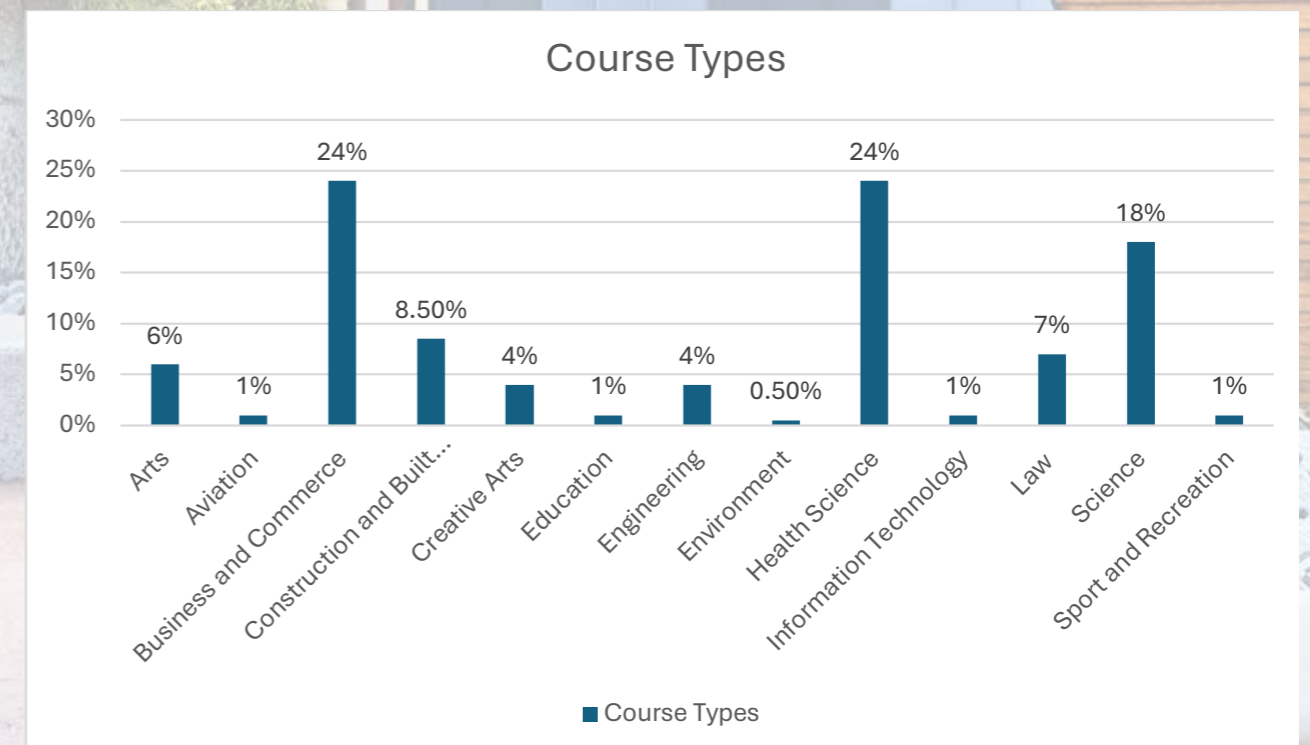
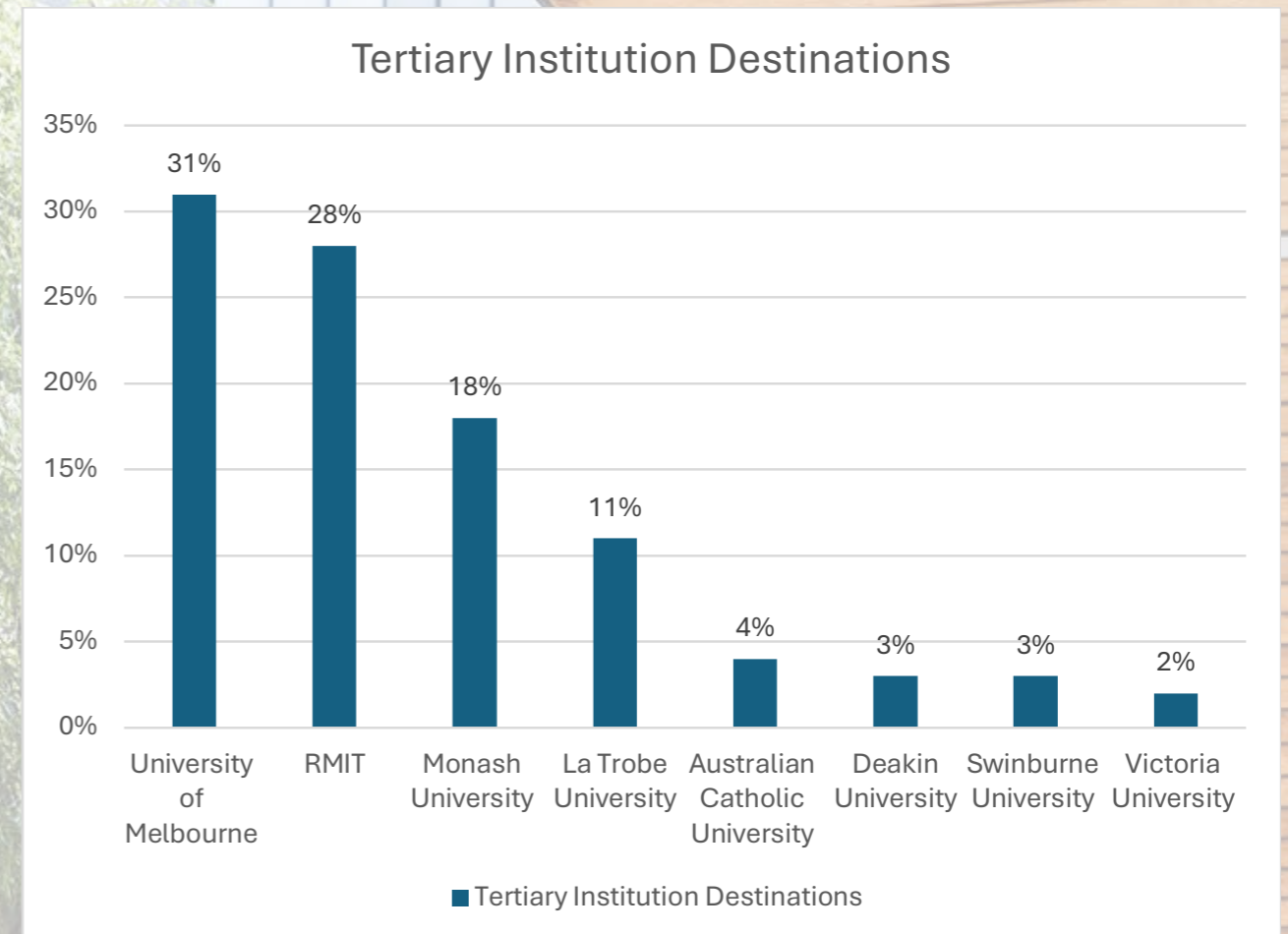
All VCE subjects are scored out of 50 and, in each subject, less than nine per cent of candidates statewide obtain a score of 40 or above. At PEGS 259 students achieved a study score of 40 or above which is 16.9 percent of study scores.

The median study score was 34 out of a possible score of 50. Perfect scores of 50 were recorded on five occasions in five subjects.

The University of Melbourne was the most popular tertiary destination, attracting 31% of our students, followed by RMIT at 28%. Business, Commerce and Health Science were the most popular course categories with 24% of students choosing to study in each of those fields. Science was the next most popular area with 18% of students choosing this type of course.

89% of students received an offer for their first or second tertiary course preference.

Destinations of students completing VCE in 2025 are summarised over the page:





NAPLAN literacy and numeracy benchmarks

Students in Years Three, Five, Seven and Nine participated in the annual National Assessment Program – Literacy and Numeracy (NAPLAN) tests in March 2025. In 2023, a new online testing regime designed to provide more information about student progress was introduced in all tests except Year Three Writing and new descriptors were defined for each assessment. Results for 2025 can be compared with results from 2024 and 2023, but not with previous years.

NAPLAN proficiency standards include four levels for each assessment at each year level. Descriptors are:

- **Exceeding:** the student's result exceeds expectations at the time of testing.
- **Strong:** the student's result meets challenging but reasonable expectations at the time of testing.
- **Developing:** the student's result indicates that they are working towards expectations at the time of testing.
- **Needs additional support:** the student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

More than 85% of PEGS students were identified as Strong or Exceeding expectations in every test component at every level.

Table 1: Percentage of PEGS students achieving exceeding or strong proficiency standards for each assessment in 2025.

	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
Year 3	92	97	82	84	92
Year 5	93	95	86	89	93
Year 7	94	90	88	90	94
Year 9	93	90	87	85	95

PEGS mean scores are compared with State mean scores in Table 2. As in previous years our scores continue to be well above the State average in all components of the test program.

Table 2: Comparison of State and PEGS mean scores

	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
Year 3					
State 2025	417	424	415	423	418
PEGS 2025	476	470	446	483	473
Year 5					
State 2025	503	494	494	507	503
PEGS 2025	554	545	531	566	562
Year 7					
State 2025	549	552	544	546	555
PEGS 2025	601	608	583	603	628
Year 9					
State 2025	577	587	572	582	566
PEGS 2025	628	639	612	635	658

Standardised tests and competitions

Once again, our students participated successfully in a number of standardised tests and national competitions. The following achievements were recorded.

In Mathematics

Australian Mathematics Competition:

A total of 1130 students in Year Seven to Year Ten competed and the following certificates were awarded:

One Best in School

One Prize – State Awards

18 High Distinction

149 Distinction

371 Credit

531 Proficiency

243 Participation

Computational and Algorithmic Thinking:

A total of 386 students in Years Seven to Twelve participated and the following certificates were awarded:

Nine High Distinction

46 Distinction

150 Credit

194 Participation

Australian Intermediate Mathematics Olympiad 2025:

A total of 51 students in Years Eight to Ten took part and the following certificates were awarded:

Six Credit

24 Participation

MAV Maths Games Days 2025:

First Place – Year Seven Gottliebsen House

Second Place – Year Nine Gottliebsen House

Third Place – Year Seven McNab House

Fourth Place – Year Eight Gottliebsen House

Fifth Place – Year Eight McNab House

Sixth Place – Year Ten Gottliebsen House

Tenth Place – Year Nine McNab House

The University of Melbourne Mathematics Competition 2025:

Senior Division: One Merit Award



In Science

VCE:

Biology Olympiad – Two High Distinctions, One Distinction,

Chemistry Olympiad – Two Distinctions, Five Credits

Physics Olympiad – One High Distinction

International Chemistry Quiz – Years Eleven and Twelve: Five High Distinctions, 52 Distinctions

International Chemistry Quiz - Years Seven to Ten: Six High Distinctions, 50 Distinctions, 48 Credits.

In Languages

Chinese: CLTAV Competition - Years Seven to Nine

Reading Competition: 16 awards

Year Seven GH student: CLTAV Finalist Award

Year Seven McNab student: CLTAV Finalist Award

Year Eight GH student: CLTAV Finalist Award

Year Eight McNab student: CLTAV Finalist Award

Year Nine GH student: CLTAV Finalist Award

Year Nine McNab student: CLTAV Finalist Award

French: Alliance Française Competition - Years Seven to Ten

French Poetry Recitation: 35 awards

French Writing Competition: one award

Year Nine student: Third place in the French Written Competition.

Years Eleven and Twelve:

French Speaking Competition: Two awards

French Writing Competition: One award

German: AGTV Poetry Competition - Years Seven to Nine

German Poetry: 30 awards

Year Seven McNab student: First Place

Year Eight GH student: First Place

Year Nine GH student: First Place

Year Nine McNab student: Second Place

German: Goethe Poetry Competition

Year Ten: Nine awards

Year Eleven and Twelve: Twelve awards

Latin: Latin National Exam

Year Ten: Nine Gold Medal Awards

Years Eleven and Twelve: Nine Gold Medal Awards



Care and wellbeing

The wellbeing, safety and inclusion of every student remain at the centre of our work. Throughout 2025, we continued to strengthen the systems, practices and capabilities that support students to thrive academically, socially and emotionally, while maintaining a strong focus on creating safe and supportive learning environments.

Child safety continues to be a major priority across the School. All staff completed Child Safe Standards training during the year, reinforcing our shared responsibility to uphold the rights of children and young people and to ensure that student safety remains embedded in all aspects of school life. Ongoing professional learning and regular review of our practices have helped ensure that child safety remains a visible and active part of our culture.

Work also continued with our pastoral leadership teams to strengthen understanding and implementation of the Child Information Sharing Scheme and associated legislative requirements. This included a focus on effective note-taking, record keeping and reporting practices to support informed decision-making and ensure that students receive timely and appropriate support when concerns arise.

The Student Wellbeing Committee Staff across all sections also undertook training through Berry Street on trauma informed learning and the science of wellbeing to support student wellbeing. The principles of this work continue to inform classroom practice and student engagement strategies across the School.

The School also maintained its commitment to providing safe and healthy workplaces for staff and students. Staff training on Workplace Health and Safety legislation, including psychosocial hazards, and sexual harassment awareness has helped to maintain a safe and respectful work environment. This work reflects a growing understanding of the importance of both physical and psychological safety in creating positive learning and working environments. Staff wellbeing also remained a focus, with wellness programs, psychosocial hazard training, and increased participation in fitness and fundraising challenges.

The school's suite of child safety policies was reviewed by the Board, school management, and parent and student focus groups. Mandatory compliance training in Child Safe Standards was delivered across all campuses. Topics included reviewing policies, responding to disclosures, understanding consent and using the Child Information Sharing Scheme (CISS). First Aid, Cardiopulmonary Resuscitation (CPR), Asthma and Anaphylaxis training were updated for staff, ensuring readiness and compliance.

Recognising the increasing complexity of student wellbeing needs, we have also continued to expand wellbeing leadership positions across the Middle and Senior Schools. This additional expertise strengthens the support available to students and families and ensures that wellbeing remains a visible and integral part of the educational experience.

Student attendance and retention

The average enrolment from Prep to Year Twelve in 2025 was 2888 students and the average attendance rate was 93.2 per cent.

Table 3: Average attendance rate at each year level

Primary	Percentage attendance	Secondary	Percentage attendance
Prep	92.49	Year 7	89.60
Year 1	90.84	Year 8	89.27
Year 2	91.87	Year 9	86.52
Year 3	93.57	Year 10	87.73
Year 4	92.23	Year 11	88.99
Year 5	92.30	Year 12	91.02
Year 6	92.12		

From a total of 304 students enrolled in Year Nine in 2022, 280 remained at PEGS in 2025, a retention rate of 92 per cent.

Engagement and connections

At PEGS, we continue to prioritise respectful relationships, open communication, and meaningful engagement with students, families, and the broader community. Our strategic goal is to create a culture of collaboration and shared experience, where all voices are valued and every member of our community feels connected and supported. In 2025, we introduced several initiatives that enhanced parent involvement, student leadership, and community engagement across the school.

The year saw myriad opportunities for families to connect with school life, including open classrooms in Kindergarten and Junior School, Life at the Larkin Centre breakfasts, the Big Blue Bonanza, and transition tours for Year Six families. Strong parent attendance at the annual One School Day event further demonstrated strong community involvement.

Student Leadership has been further strengthened this year with increased involvement in sports, music, performance, and academic activities outside classroom hours. Larkin Centre leaders have supported Middle School activities on Sports Days and IDAHOBIT day. New initiatives have included taking part in an ANZAC service and regular promotion of student voice to school leadership during the bi-weekly executive meetings.

Increased community service participation was also recognised through Full Colours for Community Leadership.

Surveys of students, staff, and parents at key year levels have guided ongoing program improvements and fostered continued responsiveness to the needs of our community.

In recognition of their educational value, work commenced on broadening opportunities for students to participate in a range of international and domestic tours focussing on language studies, cultural and history studies, sport, the arts, and community engagement.

The co-curricular programme

In the secondary school, students participate in at least two co-curricular activities including at least one season of sport each year. Students compete in either the AGSV or AGSV/APS sport competitions, or participate in non-competition school-based activities.

In the AGSV program, 83 teams competed across nine sports in the summer season and 52 teams competed across six sports in the winter season.

In the AGSV/APS program, 59 teams competed across six sports in the summer season and 57 teams competed across six sports in winter season.

In addition, students could also participate in seven school based physical activities across the entire year, along with the opportunity to compete in the AGSV Athletics competition during spring.



Highlights of 2025

Sport

- Combined AGSV representatives: 39 students
- AGSV Premiers: Boys Football and Girls Cross Country
- AGSV Champions: Lawn Bowls
- AGSV/APS Premiers: Girls Soccer and Girls Hockey
- AGSV Athletics: 25 Gold medals
- AGSV Swimming: Ten Gold medals
- Triathlon: State Champions

Public Speaking

- DAV Schools Competition:
 - Senior Competition (Years Eleven and Twelve):
 - Five teams from Years Eleven and Twelve participated
 - The Year Twelve team was defeated by Wesley College, who were the eventual State Champions, in the octo-finals (Top 16 teams in state).
 - Middle Schools Competition (Years Nine and Ten):
 - Seven teams from Years Nine and Ten participated
 - One team reached the octo-finals.
 - Junior Competition (Years Seven and Eight):
 - Four teams competed from each of Gottliebsen House and McNab House. This was the highest number of enrolments in the region
 - Our teams and speakers achieved a range of best speaker awards and competition victories.
- UNSC Evatt Trophy: Ten students participated in the event
- VCAA Plain English-Speaking Award: PEGS hosted the Heat round again with two students representing the school.
- Rostrum Voice of Youth: Nine students from Years Seven and Eight participated. One student from Gottliebsen House made it to the semi-final round.
- Monash Asia Studies Debating: PEGS entered two teams with one advancing to the finals.
- Ainger Peck Public Speaking Competition: Three students participated.

Chess

- Victorian Open Championships – First Place
- Victorian State Girls Championships – First Place
- Player of the Tournament for Victorian State Girls Championships
- Gold medal in Year Nine and Ten Division Victorian Open Finals
- Silver medal in Year Seven and Eight Division Victorian Open Finals
- Trophy for Player of the Tournament

Music

2025 saw the introduction of two major new initiatives.

The first was The Associated Grammar Schools Victoria inaugural Music Festival held at PEGS from Friday 28 to Sunday 30 March.

Students, staff and families from the nine member schools were invited to participate in masterclasses, workshops and concerts. Our featured guest artists were Eliza Shephard, Juliana Kay, Joe Chindamo and Syzygy Ensemble.

We also held our first major concert at the Melbourne Recital Centre in May. This world class venue provided an outstanding stage for our young musicians to play, and our community to enjoy the performances.

Two further concerts were held at school in the HR Stevens Auditorium. These concerts featured most junior ensembles and the smaller groups that did not feature in the Melbourne Recital Centre concert.

All departments presented concerts throughout the year for family and friends. Over 500 students had the opportunity to play solos, chamber music and in other ensembles. For many of these, it was their first performance. In addition, the VCE students had many occasions to present their recital programmes for staff feedback and review.

In May, members of Stage Band, Swing Syndicate Choir, Chindamo and Middle School Jazz Combos participated in Generations in Jazz in Mt Gambier. Staff and students were thrilled to be involved in such a festival with thousands of participants. They embraced the opportunities to listen to and work with an exceptional range of visiting artists. A celebration of this festival was then shared with family and friends at Jazz Night the following week.

The annual Concerto Concert showcased the talents of our most advanced students with nine student performers accompanied by the Stage Band, Curro Strings and Symphony Orchestra in works from the 18th to 21st century.

Thirteen ensembles performed at the FoPEGS Fair held at Keilor East in October.

The Choir Camp weekend at Eildon was a highlight in Term One and the approach of Christmas was celebrated by the school community with the Senior and Junior Choirs performing at the Carol Service at St Paul's Cathedral.

Drama

Working with a teacher-mentor, students from Years Seven to Twelve directed, produced, designed and performed in a production of *Is My Microphone On?* by Jordan Tannahill. This forceful play examined the responses to climate change held by different generations.

Dance

To complement the already popular summer and winter co-curricular Dance programme, a new audition-based senior Dance Performance Squad was launched with participants training at higher skill levels and performing advanced routines.

Performing Arts

Embarking on an underwater adventure, students from Years Six to Eight enjoyed preparing aquatic-themed songs and dances for a production of Disney and Pixar's *Finding Nemo JR*. They starred in the show over three nights in a fun and meaningful performance that presented themes about overcoming fear.

Continuity and sustainability

Our school continues to pursue excellence in sustainability, compliance, resource management, and staff development. In 2025, we maintained our commitment to long-term growth through environmentally responsible practices, improved infrastructure, strategic recruitment, and strengthened governance. These efforts ensure our school remains future-focused, adaptable, and equipped to thrive amid change.

Sustainability initiatives included the installation of more solar panels at Gottlieb House and the Keilor East campus gym, helping to power these facilities and feeding power back into the grid.

Energy saving initiatives include the continued installation of LED lighting, CO2 sensors and double-glazed windows at the Moonee Ponds campus.

A reduction in plastic waste has been achieved by adopting biodegradable bin bags and biodegradable test and tag units. Trials are also being run with plant-based weed killers in an effort to reduce chemical usage.

An upgrade to watering systems has allowed measuring and control of the volume of water being used in upkeep of playing ovals.

Staff development was supported by new leadership roles, particularly in the area of Primary and Secondary teacher curriculum leadership, and strengthened through PEGS' Employee Value Proposition (EVP) roadmap. The school engaged in gender equality benchmarking through WGEA reporting.

Governance and compliance were enhanced through a refreshed procurement policy and record-keeping policy, and training aligned with legislative changes. Financial planning continues to ensure strength amid changing regulatory conditions.

Finance

PEGS ensures that its finances are managed effectively and efficiently so that educational goals are achieved. The annual income for 2025 was \$91.6 million and included \$68 million from student fees and \$20.9 million from government recurrent funding. Expenditure of \$92 million included salary and teaching expenses of \$74.1 million and administrative expenses, general, maintenance, provisions and depreciation of \$17.9 million. The surplus of the school was used to finance its capital and IT infrastructure projects.

Our staff

In 2025, the school employed 322 teachers in 291 full time equivalent positions, and 190 non-teaching staff in 151 full time equivalent positions. All teachers were suitably qualified and registered with the Victorian Institute of Teaching. All teachers held a teaching degree or higher qualification, and 33 per cent of teachers held a Master's degree or higher qualification. Teacher retention was 89.8 per cent, and non-teaching staff retention was 90 per cent. Staff attendance was 95 per cent.

Professional learning

The continued growth and development of our staff remains central to the School's commitment to excellence. Throughout 2025, professional learning was guided by a focus on strengthening teaching practice, supporting leadership development, ensuring compliance with regulatory requirements and building the collective capacity of staff across all areas of the School.

The School invested approximately 1.2 per cent of total remuneration in professional learning and development. On average, each staff member participated in the equivalent of 3.6 days of professional learning across the year. This investment reflects our belief that high-quality professional learning is essential to maintaining excellence in teaching, learning and student wellbeing.

Professional growth remains central to our improvement agenda. During 2025, another group of teachers received training on Quality Teacher Rounds and participated in a series of rounds in the latter half of the

year. This initiative will be further embedded across the School in 2026 as we continue to foster a culture of professional collaboration and instructional excellence.

A broad range of professional learning opportunities were undertaken throughout the year. Staff engaged in programs focused on teaching and learning, literacy, student wellbeing, child safety, inclusion, curriculum development and leadership. Increasingly, professional learning activities have been aligned to evidence-informed approaches that strengthen classroom practice and improve outcomes for students.

The School also continued to invest in advanced study and professional qualifications, supporting staff undertaking university programs and further study. This commitment reflects the value we place on lifelong learning and the importance of ensuring our staff remain informed by current research and contemporary practice.

A significant emphasis was placed on professional learning relating to student wellbeing, individual needs and inclusive education. Staff participated in a range of learning opportunities designed to enhance their ability to support students with diverse learning, social and emotional needs. Alongside this work, ongoing training in child safety, mandatory reporting and compliance requirements ensured that staff remained equipped to meet their responsibilities in creating safe and supportive learning environments.

Evidence-based practice remained a key driver of professional learning in 2025. Staff engaged in learning related to the Science of Learning, curriculum development and effective classroom practice. Communities of Practice and collaborative professional learning groups continued to provide opportunities for staff to learn from one another, share expertise and refine their professional practice.

The year also saw extensive engagement in whole-school values work. Through collaborative workshops, staff reflected on the values that underpin our culture and considered the qualities we seek to nurture in our students and community. This process has helped establish a clear foundation for future work in strengthening our shared identity and sense of purpose.

Together, these professional learning initiatives demonstrate a strong commitment to continuous improvement and ensure that our staff are well positioned to provide the highest quality educational experience for every student.

Leadership and organisational development

The development of leadership capacity was prioritised through ongoing participation in the Adaptive Leadership program, which involved staff across all campuses. Sessions on building culture, leading difficult conversations, and restorative practice were delivered by Maddy Imber and Brendan Murray.

Leaders were also supported through practical sessions on school operations, risk assessments, managing student conduct, and leading pedagogical innovation.

Data literacy and digital capability were strengthened through targeted workshops. Staff engaged with tools such as Essential Assessment, explored the application of Artificial Intelligence (AI) in teaching and assessment, and analysed National Assessment Program – Literacy and Numeracy (NAPLAN), and VCE data to inform future learning directions.

Specialist and Subject-Specific Development

Teachers across faculties attended targeted professional learning offered by subject associations including the Mathematical Association of Victoria (MAV), Science Teachers Association of Victoria (STAVCON), Victorian Association for the Teaching of English (VATE), Chinese Language Teachers Association of Victoria (CLTAV), and the Alliance Française.

In Music, staff explored identity and community through collective efficacy, group projects and reflective practice.

Across Kindergarten, teachers also participated in training on the continuation of learning in the outdoor setting, Indigenous perspectives, and sustainability



Staff feedback

Staff members provided feedback to the School leadership through individual discussions, staff meetings and committees including the Consultative Committee, Occupational Health and Safety Committee, and the biannual MMG Staff Survey. Staff feedback was also sought through new staff satisfaction surveys and staff exit surveys.

In the MMG Staff Satisfaction Survey, staff reported high levels of satisfaction with staff attitude, school climate and culture, leadership support; goal congruence, and professional learning. Staff reported moderate satisfaction with the school's support for staff wellbeing. High numbers of staff reported that they would recommend the school to others for employment.

The MMG Staff Psychosocial Hazards survey measured the staff's views on how well the School manages psychosocial hazards. The overall staff score rating placed the School in the 'low risk' category. Physical environment, surveillance and work relationships were reported as top performing domains. Moderate risk areas identified were fatigue and response to traumatic events.

Key themes arising from new staff satisfaction surveys were:

- Overall feedback is very positive, with new staff describing PEGS as welcoming, supportive and well organised, and reporting high overall satisfaction with their experience.
- Culture and belonging are clear strengths, with staff consistently highlighting collegiality, approachable leadership and a strong sense of being valued.
- Induction is viewed positively, particularly the inclusive approach, practical information and opportunities to build connection and understanding of the School's culture and priorities.

Suggestions for improvements:

- The main challenges relate to systems and workload, including learning PEGS processes, navigating a large multi-campus environment and managing academic and administrative demands.
- There are opportunities to strengthen onboarding and operational clarity, particularly in ICT support, PEGSpace, access to curriculum materials, and consistency of processes across teams and campuses.

Staff exit surveys

Most staff members leaving PEGS reported their experience had been either positive or very positive on all measures, with areas of highest satisfaction relating to community and relationships, professional development, safety, resourcing and facilities, and leadership support. Staff reported that PEGS is a positive and inclusive community and that the school creates an atmosphere where both staff and students feel respected and encouraged to thrive. Staff reported the broad opportunities for students, and overall focus on student well-being are areas where PEGS excels. Some reported they would have liked greater consultation and more structured support for work-life balance. 91% of respondents reported they would recommend PEGS as a great place to work.

Surveys of satisfaction

MMG Education was engaged to track satisfaction of parents and students from Years Six, Ten and Twelve in 2025, to review against the full set of surveys (all parents, staff, and students from upper primary to Year Twelve) conducted in 2023. Results across a range of domains was compared with the MMG database comprising scores from schools recording an average Capacity to Contribute comparable to PEGS.

Student survey

Students from Year Six, Ten and Twelve completed the MMG Education survey in 2025. Data was received from 623 respondents, and results across a range of domains was compared with the MMG benchmark. Very High or High satisfaction scores (defined as over 80% and 70% respectively) were recorded for PEGS students in the following key benchmark areas: academic standards, wellbeing programme, affinity (loyalty), music programme, cocurricular programme, and overall satisfaction. Student responses to the statement 'the school is assisting me to meet my academic potential' were above the MMG benchmark.

Parent survey

Parents were invited to participate in the MMG Education online survey of satisfaction. Data was received from 283 respondents. Results across a range of domains was compared with the MMG database. Very High or High satisfaction scores (defined as over 80% and 70% respectively) were recorded for PEGS parents in the following key benchmark areas: academic programmes, student wellbeing, communication, cocurricular programme, management and leadership, community engagement, affinity (loyalty) and school reputation. Parent responses to the statement 'the school is assisting my child to meet their academic potential' were above the MMG benchmark.



No Food
or Drinks
in Building