

# PEGS Community Report 2024



# 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 students 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.*







# Board of Management

Chris Clausen, Chairman 2024  
Greg Aplin  
Paul Phelan  
Bianca Mazzarella (*joined September 2024*)  
Domenic Cerantonio  
Andrew Smith  
Lisa Lawry (*resigned May 2024*)  
Elizabeth Dapiran  
David Whiting  
Sally Tsang (*resigned February 2024*)  
Robert Gottlieb  
Tom Wilson

## Chairman's message

It is a privilege to reflect on a year of remarkable achievement and growth at Penleigh and Essendon Grammar School. As always, the heartbeat of our school is found in the daily experiences of our students, the commitment of our staff, and the support of our families, and 2024 was no exception.

Our student population grew to 2,966 in 2024. This growth is a clear sign of the confidence families place in the unique educational experience offered at PEGS.

Throughout the year, our campuses came alive with activity. From outstanding student performances and spirited sporting events to thought-provoking Thinking Seminars and other cherished community traditions, these experiences enrich our students' lives and act as powerful reminders of the strength and unity of our school community.

Academically, our students achieved outstanding results across all year levels. Both VCE and NAPLAN outcomes reflected a consistent culture of high expectations, expert teaching, and a deep commitment to learning. PEGS students continue to perform well above state averages, and we remain focused on ensuring every learner is supported and challenged to achieve their personal best. This commitment to academic excellence is matched by our care for each individual's progress, whether they are striving for the highest results or working steadily to overcome challenges.

We also recognise that life brings unexpected challenges. The Hardship Committee continued its quiet but vital work in 2024, supporting families through times of bereavement, illness, or financial strain. The gratitude of those families is a moving testament to the strength of our school's values in action.

This year brought significant financial pressures. The Victorian Government's decision to impose payroll tax on independent schools placed a heavy burden on PEGS—one not faced by similar schools in other states. In 2025, our school will pay \$3.4 million in payroll tax—\$700,000 more than we receive in State Government funding. Combined with further reductions in federal funding under the Federal Government's Direct Measure of Income funding model, the impact has been considerable.

In response, the Board and school leadership have worked hard to manage costs without compromising quality. While fee increases have been necessary, they have been made with care and with deep awareness of the sacrifices families make to send their children to PEGS. We remain committed to delivering exceptional education, supporting our staff, and protecting the richness of the student experience.

Our campuses also saw continued development. At Keilor Park, new indoor sporting facilities progressed at Wright Road, and the Moonee Ponds campus enjoyed upgrades to classrooms, bathrooms, and play spaces—ensuring our environments support learning and wellbeing across all year levels.

Importantly, the Board maintained a strong focus on student safety. All Directors completed annual Child Safe Standards training and took part in regular reviews of relevant policies and risk management practices. We remain steadfast in our duty to provide a secure, inclusive, and supportive environment for all students. Our progress is guided by the School's Strategic Plan, which continues to focus on four key pillars: Learning and Thinking, Care and Wellbeing, Engagement and Connection, and Continuity and Sustainability. These priorities shape every decision we make, now and into the future.

Finally, I extend my sincere thanks to our teaching and professional staff, whose dedication and care underpin every success. I also thank my fellow Board members for their wisdom, time, and enduring commitment to our school.

It is a privilege to serve such a vibrant and forward-looking community. Thank you for the trust you place in us.

**Chris Clausen**  
Chairman



# Learning and thinking

*Our school provides teaching, learning and thinking of an exceptional quality. Our professional learning and development are built upon both current research and the individual needs of our students. By combining the best of traditional and innovative practices we foster creative and independent thought for students of all abilities.*

A commitment to learning and thinking remains central to our mission. We continue to set high expectations, promote deep intellectual engagement, and use evidence-based practices to drive academic and personal success. Our educators are key to this work, and we prioritise their professional development to ensure ongoing growth for both staff and students. A strong culture of collaboration, feedback, and reflective practice underpins our approach to fostering a dynamic and responsive learning environment.

This year has seen the expansion of several initiatives aimed at enhancing teaching and learning:

- Adaptive Leadership program expanded across, and beyond, the school
- Staff development led by experts Emina McLean (Junior School), Terri Campbell (Prep - Year Ten), and Bronwyn Rylie Jones (instructional playbook)
- Continued participation in Harvard's Culture of Thinking program
- Strengthening of Communities of Practice, improving teacher self-efficacy
- Moderation and assessment practices embedded in Music
- Sectional projects guided by AERO research

Curriculum audits, including in Junior School mathematics, have led to the introduction of structured instructional models. Data-informed teaching has been enhanced through MYAT testing, Essential Assessment, and the appointment of Data Analyst Coordinators. Expanded literacy and numeracy support programs, VET subject offerings, accelerated subject pathways, and University Extension trials round out a year of impactful innovation.

## VCE results

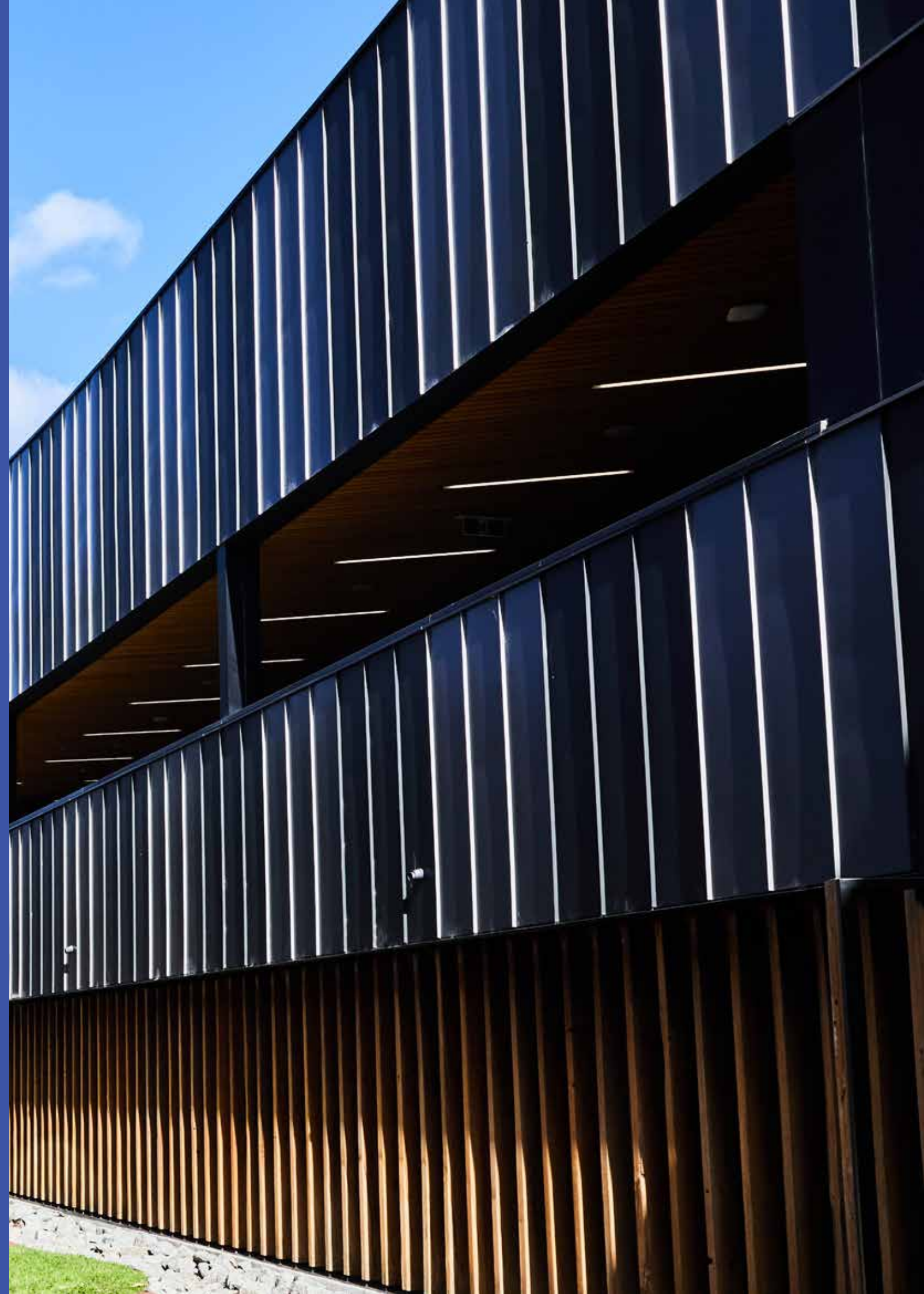
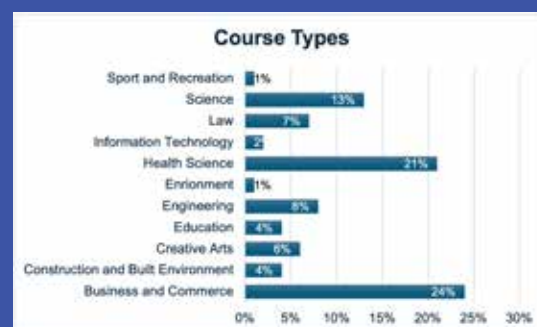
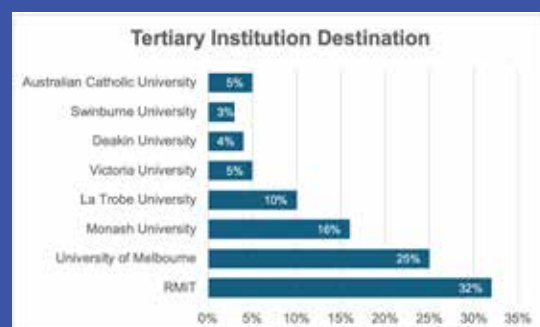
All candidates successfully completed the VCE.

One student achieved the highest possible ATAR of 99.95 and 14 students, or five per cent of the cohort, scored 99 or above, placing them in the top one percent of the state. An ATAR of 90 or above was achieved by 37 percent of the cohort. The median ATAR at PEGS was 85.2 placing 50 per cent of our students in the top 15 percent of the state.

All VCE subjects are scored out of 50 and, in each subject, less than nine percent of candidates statewide obtain a score of 40 or above. At PEGS, 16.3 percent of study Scores were at or above 40. The median study score was 34 out of the possible score of 50. Perfect scores of 50 were recorded on 13 occasions in 12 subjects.

RMIT was the most popular tertiary destination, attracting 32 percent of our students, followed by The University of Melbourne at 25 per cent. Business and Commerce was the most popular area of study, closely followed by Health Science and Science. Eighty-nine per cent of students received an offer for their first or second tertiary course preference.

Destinations of students completing VCE in 2024 are summarised below:







## 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. 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 2024 can be compared with results from 2023, but not with previous years.

NAPLAN proficiency standards introduced in 2023 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 75 per cent 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 2024.

	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
Year 3	92	95	79	76	85
Year 5	97	96	90	92	96
Year 7	94	90	91	87	97
Year 9	87	85	91	78	89

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 2024	418	423	408	417	413
PEGS 2024	461	463	445	458	455
Year 5					
State 2024	505	496	492	504	497
PEGS 2024	562	550	534	556	556
Year 7					
State 2024	545	552	541	541	545
PEGS 2024	604	600	581	601	619
Year 9					
State 2024	573	585	569	558	571
PEGS 2024	618	620	600	616	638

# 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 - AMC 2024:

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  
22 High Distinction  
117 Distinction  
317 Credit  
329 Proficiency  
344 Participation

### Computational and Algorithmic Thinking - CAT 2024:

A total of 386 students in Years Seven to Twelve participated and the following certificates were awarded:  
One Best in School  
Two High Distinction  
47 Distinction  
128 Credit  
209 Participation

### Australian Mathematical Olympiad Committee (AMOC) 2024:

One Senior Contest - Bronze  
One Australian Training Tournament Level A - Participation

### AIMO – Australian Intermediate Mathematics Olympiad 2024:

A total of 51 students in Year Eight to Year Ten took part and the following certificates were awarded:  
One High Distinction  
Two Distinction  
16 Credit  
32 Participation

### MAV Maths Games Days 2024:

Second– Year Seven Gottliebsen House, Year Nine Gottliebsen House, Year Ten Gottliebsen House  
Fifth – Year Nine McNab House  
Other McNab House and Gottliebsen House teams were just outside of the top 10 teams.

### The University of Melbourne Mathematics Competition 2024:

Junior Division: Merit – Two awards



## In Science

International Chemistry Quiz Years Eleven and Twelve:  
18 High Distinctions, 39 Distinctions.  
International Chemistry Quiz Years Seven – Ten:  
44 High Distinctions, 41 Distinctions.

## In Languages

CLTAV & CLTAT 2024 Hanyuqiao Chinese Speaking and Performance Competition – State Finalist

### French: Alliance Française Competition 2024 Years Seven to Ten

French Poetry Recitation: 28 awards  
French Writing Competition: one award  
Year Nine student: Third place in the French Written Competition.

### Years Eleven and Twelve:

French Speaking Competition: Eight awards  
French Writing Competition: Two awards  
Year Eleven student: First Prize in the French Speaking Competition

### German: AGTV Poetry Competition 2024 Years Seven to Nine

German Poetry: 25 awards  
Year Seven student: Regional Bronze Medal  
Year Eight students: Regional Bronze Medal, Regional Silver Medal and Regional Gold Medal  
Year Nine students: Regional Bronze Medal and Regional Gold Medal

### German: Goethe Poetry Competition 2024 Year Ten: Four awards

Year Eleven and Twelve: Eight awards  
Year Eleven student: Second Place  
Year Twelve student: First Place

### Latin: Latin National Exam 2024

Year Ten: Six Gold Medal Awards  
Years Eleven and Twelve: Five Gold Medal Awards





# Care and wellbeing

*Care and wellbeing are central to school life. Building on our association with the Uniting Church, we are a community with a strong sense of belonging. We constantly seek to enhance our approach to care and wellbeing so that students are best prepared to make well-informed decisions, and to deal positively with whatever the future holds.*

PEGS remains committed to fostering a safe, inclusive, and caring community where every student and staff member feels valued and supported. Our strategic focus continues to centre on individual and collective wellbeing, equality, and belonging. This year has seen a deepening of our culture of care through proactive initiatives, inclusive programs, and meaningful engagement with both students and parents.

In 2024, the school advanced several wellbeing and inclusion initiatives:

- Continued development of our Reconciliation Action Plan, including an Indigenous garden, cultural consultation, and artist collaboration
- Community consultation on Child Safety Policies and a revised Child Safety Risk Register
- New cyber incident response protocol introduced
- Committee formed to address school refusal
- Staff training for the Rites of Passage transition program (launched via Year Seven camp in February 2025)

Programs supporting student wellbeing included Paul Dillon drug and alcohol education sessions, empathy-building activities on homelessness, and a new Larkin Centre tutor wellbeing program. Student leadership thrived through house events, student-led carnivals, and mentoring initiatives across year levels.

Parental engagement grew through Judith Locke parenting seminars (600+ attendees), ongoing wellbeing resources, and joint sessions on sensitive topics. Staff wellbeing also remained a focus, with wellness programs, psychosocial hazard training, and increased participation in fitness and fundraising challenges. Based on student feedback, the school finalised the design of a gender- and sport-neutral uniform, thereby promoting inclusion and participation.

## Student attendance and retention

The average enrolment from Prep to Year Twelve in 2024 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	93.43	Year 7	93.19
Year 1	93.86	Year 8	92.18
Year 2	93.23	Year 9	92.55
Year 3	93.58	Year 10	91.80
Year 4	93.48	Year 11	94.45
Year 5	93.28	Year 12	95.39
Year 6	92.88		

From a total of 296 students enrolled in Year Nine in 2021, 278 remained at PEGS in 2024, a retention rate of 94 per cent.



# Engagement and connections

*Our engagement and connections across the school, families and wider community provides strength and support.*

*Our school is a diverse community, and as a result our students and staff have infinite opportunities to learn from others. Our broad co-curricular offerings promote engagement and increase connectedness across the school.*

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 2024, we introduced several initiatives that enhanced parent involvement, student leadership, and community engagement across the school.

This year saw expanded opportunities for families to connect with school life, including open classrooms in Kindergarten and Junior School, Life at the Larkin Centre breakfasts, Year Eight Astronomy Night, and transition tours for Year Six families. Record parent attendance at the Year Twelve Colours Assembly further demonstrated strong community involvement.

Student leadership was significantly strengthened through the formal leadership structure at the Larkin Centre, the Student Executive, a two-night Leadership Camp, and a new Student Leadership Workshop Day. The SRC also met regularly, generating student-led initiatives.

Increased community service participation was recognised through Full Colours for Community Leadership. The Music Department also broadened performance opportunities via a new leadership position.

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.

## The co-curricular program

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, 96 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 56 teams competed across six sports in winter season. In addition, students could also participate in six school based physical activities across the entire year, along with the opportunity to compete in the AGSV Athletics competition during spring.

## Highlights of 2024

### Sport

Combined AGSV representatives: 42 students  
AGSV Premiers: Boys Hockey  
AGSV Champions: Lawn Bowls  
AGSV/APS Premiers: Girls Soccer and Girls Hockey  
AGSV Athletics: 18 Gold medals  
AGSV Swimming: 10 Gold medals  
Triathlon: State Champion

### Public speaking

DAV Schools Competition:

- **Senior Competition (Years Eleven and Twelve)**
  - Five teams from Years Eleven and Twelve participated

One team advanced to the octo-finals

- **Middle Schools Competition (Years Nine and Ten)**
  - Eight teams from Years Nine and Ten participated

One team reached octo-finals

- **Junior Competition (Years Seven and Eight)**
  - Four teams competed

Highest number of enrolments in the region  
Achieved a range of best speaker awards and competition victories

UNSC Evatt Trophy: 22 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: Increased enrolment to maximum number permitted.

Monash Asia Studies Debating: PEGS entered two teams with one advancing to the finals.

Ainger Peck Public Speaking Competition: Three students participated.

### Chess

Victorian State Girls Championships  
– First place  
Gold medal in Year Nine and Ten Division  
Silver medal in Year Seven and Eight Division  
Gold medal in Victorian State Open Finals  
– Year Seven and Eight Division





## Music

Four major concerts held in the HR Stevens Auditorium featured over 650 students from Year Three to Year Twelve. Nineteen other concerts were held featuring various departments. In some cases, concerts featured combined ensembles (eg; Brass and Percussion ensembles). VCE students performed at four recitals which provided performance opportunities in preparation for their final assessments.

We participated in Generations in Jazz 2024 at Mt Gambier in May. Twenty-nine students and three staff attended and three ensembles performed in the competition. Many first-class visiting artists inspired and guided thousands of students from across the country during this festival of music making.

The annual Concerto Concert showcased the talents of our most advanced students with seven student performers accompanied by the Curro Strings and Symphony Orchestra in works from the 18th to 20th century.

Thirteen ensembles featuring students from Prep to Year Twelve performed during the day of the Craft Market at the Essendon campus.

The first concerts for our Year Two String Programme students were held in November. Both were held in the Auditorium at the Keilor East campus and the audience of families were delighted to share this experience with their children.

The Carol Service at St Paul's Cathedral in December was a very special 60th Anniversary Service. Many alumni and past staff were invited to a reception beforehand in the Melbourne Town Hall. The carefully curated service was designed to recognise this milestone.

## Drama

The contemporary Australian Drama *3 O'Clock, Flagpole* by Steve Pirie was performed by students from Years Seven to Twelve to supportive audiences of teachers, students, family and friends. The story followed the bizarre transformation of a wild octopus who turns into a high school tormentor, and examined the insidious nature of bullying.

Dance: Building on the established summer and winter co-curricular Dance programme, 30 PEGS Dance students celebrated the achievements of their season by inviting an AGSV school to share in a joint performance. Several routines were presented by each school before a captivated audience.

Senior Musical: Tackling a grandiose and historically-themed spectacular, students from Year Eight to Twelve conquered months of rehearsal and three evening performances of *Anastasia: The Musical*. The production involved over 50 students both onstage, behind-the-scenes and as members of the orchestra.





# Continuity and sustainability

*Our focus on continuity and sustainability ensures we maintain the reputation of our school today, and for generations to come.*

*The school has a strong foundation of sound financial, resource and asset management. We continue to implement strategies, systems and processes that reinforce our capacity, effectiveness and financial independence.*

*We know that the success of our school relies on attracting, developing and retaining staff of the highest calibre. We also recognise that developing resources and creating assets, including ICT and facilities remain strategic objectives.*

Our school continues to pursue excellence in sustainability, compliance, resource management, and staff development. In 2024, we deepened 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 solar panels at the Social Club, powering the facility and feeding excess energy into the grid, as well as solar-powered EV charging at East Keilor. LED lighting replaced blown globes, battery-powered grounds equipment was trialled, green waste bins were introduced at Junior Schools, and biodegradable bin liners were adopted school-wide.

Facilities upgrades included renovations at Moonee Ponds, the Social Club, and Middle School Library, as well as a new LED projector in the Ian Morton Centre. Following a review to meet expanding digital needs, a new ICT provider commenced in December 2024.

Staff development was supported by new leadership roles, especially for early career teachers, and strengthened through PEGS' Employee Value Proposition (EVP) roadmap. The school engaged in gender equality benchmarking through WGEA reporting and training.

Governance and compliance were enhanced through a Board skills audit, a new EOI process for subcommittees, risk reduction in payment handling, 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 2024 was \$85.9 million and included \$61.4 million from student fees and \$21.6 million from government recurrent funding. Expenditure of \$85.6 million included salary and teaching expenses of \$71.1 million and administrative expenses, general, maintenance, provisions and depreciation of \$14.5 million. The surplus of the school was used to finance its capital and IT infrastructure projects.

## Our staff

In 2024 the school employed 328 teachers in 291 full time equivalent positions and 151 non-teaching staff in 123 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 29.6 per cent of teachers held a Masters degree or higher qualification. Teacher retention was 90.6 per cent and non-teaching staff retention was 91.4 per cent. Staff attendance was 90.1 per cent.

## Professional learning

In 2024, professional learning across the school community reflected a strategic approach to staff development, grounded in evidence-based practices. This learning has been summarised under key thematic areas to highlight the breadth and coherence of initiatives undertaken across the school. In total, staff completed 15,326 hours of professional learning with student wellbeing and leadership being the highest areas of focus.

In 2024, on average, each full-time equivalent staff member completed 4.9 days of training.

Approximately 1.5% of total remuneration was invested in professional learning.

## Teaching and learning practice

A significant area of focus was the development of teaching practices informed by the science of learning and contemporary pedagogical research.

In the Larkin Centre, staff participated in Quality Teaching Rounds and Communities of Practice, with collaborative projects aimed at improving classroom practice.

Junior School staff engaged deeply with literacy development through structured programs led by consultants such as Emina McLean and Terri Campbell, focusing on reading fluency, text cohesion, and persuasive writing.

Staff from McNab House and Gottliebse House explored teaching strategies grounded in cognitive science and instructional clarity through partnerships with Momentum Schools, Harvard Graduate School of Education (Project Zero), and programs such as Visible Thinking and Creating Cultures of Thinking.

The Early Learning team engaged in significant inquiry into child-centred pedagogies through sustained engagement with Semann & Slattery and participation in Harvard's Look, Listen, Interpret, Teach course. Teachers also explored the Victorian Early Years Learning and Development Framework (VEYLDF), integrating learning dispositions and environmental design to support curiosity and deeper engagement.

## Student wellbeing and child safety

Student wellbeing continued to be a central pillar of professional learning. School-wide initiatives included sessions on the Rites of Passage (facilitated by Dr Arne Rubinstein), parenting and resilience (Judith Locke), and structured planning of a Wellbeing Scope and Sequence. The Student Wellbeing Committee led the delivery of sessions on effective wellbeing strategies. Training on classroom routine, and positive regard further reinforced this focus.

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.

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.

## 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) 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 performance-based inquiry and reflective practice.

Across Early Learning, teachers also participated in training on neurodiversity, Indigenous perspectives, and sustainable practice.





### 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 Thinking and Learning Committee. Staff feedback was also sought through annual Professional Learning planning and reviews, new staff satisfaction surveys and staff exit surveys. The biannual MMG Staff Satisfaction survey is due to run in 2025.

Key themes arising from new staff satisfaction surveys and six-monthly check ins were:

- **Positive work environment:** Many staff members appreciate the supportive and inclusive culture at PEGS. They feel valued and included, which contributes to a positive work environment.
- **Work-life balance:** Several staff members mentioned that they have a better work-life balance at PEGS compared to previous workplaces and attributed this to the structured planning time and supportive management.
- **Supportive management:** The management at PEGS is described as supportive and helpful. Staff members appreciate the regular feedback, check-ins, and the overall support they receive from their managers. 94% of new staff reported being very satisfied with the level of support provided by their Head of Section and colleagues, with 100% feeling very satisfied or satisfied with the level of support provided.
- **Community and collaboration:** There is a strong sense of community and collaboration among the staff. Many staff members enjoy the camaraderie and the opportunity to work with experienced colleagues.
- **Student wellbeing:** The school places a significant emphasis on student wellbeing and social support, which is appreciated by the staff.
- **Challenges and adjustments:** Some staff members mentioned challenges such as the fast-paced environment, the need for clearer processes and guidelines, and the feeling of being disconnected due to the size of the school.
- **Professional development:** There is a desire for more professional development opportunities and clearer career progression paths.
- **Surprises and expectations:** Staff members were pleasantly surprised by the level of support and resources available at PEGS. Some were surprised by the independence of the students and the higher levels of collaboration compared to previous schools.

### Staff exit surveys

The majority of staff members leaving PEGS reported their experience had been either positive or very positive on all measures, with areas of highest satisfaction relating to teamwork, and pay and conditions. Staff reported that PEGS is a positive and inclusive community and that the school creates an atmosphere where both staff and students feel encouraged to thrive. Staff reported that the commitment to high academic standards and overall focus on student well-being are areas where PEGS truly excels. Some staff left for opportunities to teach at VCE level. Some reported that whilst there was satisfaction with professional development, they would have liked further development in digital and technology training and more structured support focusing on mental health and work-life balance.

### Surveys of satisfaction

MMG Education was engaged to track satisfaction of parents and students from Years Six, Ten and Twelve in 2024, to follow the full set of surveys (all parents and staff, and students from upper primary-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 2024. Data was received from 684 respondents, and results across a range of domains was compared with the MMG benchmark. Very High satisfaction scores (defined as over 80%) were recorded for PEGS students in the following key benchmark areas: academic standards, quality of teaching, balanced education, facilities and resources, range of subject choices, school reputation, cocurricular programme, and class sizes. High satisfaction scores (defined as over 70%) were recorded for PEGS students in the following key benchmark areas: Student wellbeing, and school values.

### Parent survey

Parents were invited to participate in the MMG Education online survey of satisfaction. Data was received from 337 respondents. Results across a range of domains was compared with the MMG database. Very High satisfaction scores (defined as over 80%) were recorded for PEGS parents in the following key benchmark areas: academic programmes, student wellbeing, balanced education, range of subject choices, school reputation, VCE results, facilities and resources. High satisfaction scores (defined as over 70%) were recorded for PEGS parents in the following key benchmark areas: quality education at a reasonable expense, leadership and quality of teaching.



