

ANNUAL SCHOOL REPORT TO THE COMMUNITY **2025**



Sts Peter and Paul's Primary School Garran

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Principal

Mr Cameron Johns

Section One: Message from Key Groups in our Community

Principal's Message

Sts Peter and Paul is a beautiful school located in the heart of Garran. It boasts a rich history of learning and innovation and for over 50 years has been the heart of its local community. Sts Peter and Paul was built in 1968 and has educated generations of students, with many past students returning as parents. The school inspires generational loyalty and many parents speak with great fondness of their time spent at Sts Peter and Paul.

Recent years have seen the addition of our prized STEM centre, which features multiple kitchens and provides wonderful learning opportunities for our students. Combined with our own herb and vegetable garden, this ensures the students gain a deeper appreciation of issues important to the environment and sustainability.

Sts Peter and Paul prides itself on being a strong Catholic faith community, with deep ties to our local parish. We are a warm, inclusive community, who focus at all times on the needs of our students, in order to flourish and grow.

Parent Body Message

Sts Peter and Paul is a lovely school and it has proven consistently to provide an excellent education for my children. The school has always provided my children with many exciting and wonderful opportunities and I have always been very impressed with the way the teachers really know my children. The principal and leadership team are very good at solving any problems and are very responsive.

The teachers at Sts Peter and Paul are very committed and dedicated teachers and they all work together in a way that really helps the children. The school has a lovely atmosphere and is very welcoming. I also like the way that parents have the opportunity to contribute to the school.

Student Body Message

I have been at Sts Peter and Paul since I was in Kindergarten and have always loved it! The teachers are fun and they make the lessons very interesting. We also learnt many new skills, especially with technology. Our teachers kept us engaged with online lessons. One of the things I really like about our school is the way that all the teachers make you feel very included and part of things. Another thing I like are the leadership opportunities that we have in Year 6. They are very good and I like the opportunities they give us, to help us get ready for high school. Even the homework is ok. I will miss Sts Peter and Paul, it has been a big part of my life.

Section Two: School Context and Catholic Identity

Sts Peter and Paul's Primary School is a Catholic systemic Co-educational School located in Garran.

All Catholic schools exist as an arm of the Church and serve as part of the Church's mission. Sts Peter and Paul enjoys a very deep and healthy relationship with its adjoining parish. The school holds a school mass in the church once each term and again for special occasions, such as the Year 6 Graduation Mass. The three main sacraments that are typically received by primary aged children (Reconciliation, Eucharist and Confirmation) all take place in our parish, supported by the teachers and parents. The school also holds special fundraising days, such a Vinnie's Winter Appeal and fundraising for Caritas. The school encourages an active prayer life amongst its students, with the school prayer recited each day at assembly, each class beginning each day with prayer and Friday prayer being led by the Year 6 students in their roles as leaders, in different classrooms around the school.

The school's Religious Education curriculum, in conjunction with the Catholic Education Office, has adopted the Brisbane guidelines and a move to a collection of units written in conjunction with other schools and members of the Catholic Education office. This is proving to be an effective way to integrate knowledge and provide a more coherent, richer platform for learning.

Section Three: Student Profile

Student Enrolment

The School caters for students in Kindergarten to Year 6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2025:

Girls	Boys	LBOTE*	Total Students
152	147	111	299

* Language Background Other than English

Enrolment Policy

The Catholic Education Commission has established an [Enrolment Policy](#) for Catholic Education Canberra Goulburn schools. Catholic Education monitors the implementation of this policy. The policy has been developed in the context of government and system requirements. Additional information about enrolling in a Catholic school in the Archdiocese of Canberra and Goulburn can be found on the [Catholic Education website](#).

Student Attendance Rates

The average student attendance rate for 2025 was 91.00%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	91%
Year 1	92%
Year 2	91%
Year 3	88%
Year 4	92%
Year 5	91%
Year 6	92%

Managing Student Non-attendance

Regular attendance at school is essential for students to maximise their potential. The school, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, school staff as part of their duty of care monitor part or whole day absences.

School staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the School community;
- maintaining accurate records of student attendance;
- recognising and rewarding excellent and improved student attendance;
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance;
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented;
- documented plans are developed to address the needs of students whose attendance is identified as being of concern;
- the Catholic Education Office designated School & Family Services Senior Officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom School strategies have failed to restore regular attendance.

Section Four: Staffing Profile

The following information describes the staffing profile for 2025:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
25	18	43

* This number includes 15 full-time teachers and 10 part-time teachers.

Percentage of staff who are Indigenous	2%
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Teacher Qualifications

All teachers are qualified as required by the relevant authorities.

Teacher Accreditation

Levels of Teacher Accreditation are as stated below:

Number of staff with Provisional Teacher Accreditation	1
Number of staff with Proficient Teacher Accreditation	28
Number of staff with Lead/Highly Accomplished Teacher Accreditation	0

Section Five: Academic Profile

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievement in literacy and numeracy. An analysis of these results assists school planning and is used to support the development of teaching and learning programs.

The tables below show average scores for each cohort in numeracy and literacy. The school results shown are compared to the national average.

NAPLAN RESULTS 2025		Average Scores	
		School	Australia
Year 3	Reading	432.82	402.17
	Writing	426.15	413.89
	Spelling	435.19	405.05
	Grammar and Punctuation	440.58	408.44
	Numeracy	422.15	405.32

NAPLAN RESULTS 2025		Average Scores	
		School	Australia
Year 5	Reading	520.58	491.85
	Writing	507.87	479.56
	Spelling	512.39	487.44
	Grammar and Punctuation	533.69	497.21
	Numeracy	518.43	491.76

Section Six: School Policies

Catholic Education Archdiocese of Canberra and Goulburn (CECG) has developed a suite of Policies which are implemented by all systemic Catholic schools in the Archdiocese of Canberra Goulburn.

The full text of policies relevant to the requirements of Annual Reporting can be found below:

[Behavioural Support, Suspension and Expulsion Policy](#)

[Bullying and Harassment Policy](#)

[Child Safety Policy](#)

[Complaints Policy](#)

[Safe and Supportive Schools Policy](#)

Access to additional policies related to CECG schools can be found on the [Catholic Education Canberra Goulburn website](#).

Further information about processes specific to this school can be found on the school's website.

Section Seven: Parent, Student and Staff Satisfaction

The opinions and ideas of parents, students and school staff in this learning community are sought and valued. Their suggestions are considered and incorporated into planning for and achieving improved outcomes for students. This year, the school has used a variety of processes to gain information about levels of satisfaction with the school from parents, students and staff.

Parent Satisfaction

In the annual school satisfaction survey, the parents at Sts Peter and Paul had a very high satisfaction level with the school for 2025. Particular strengths noted were the feeling that the school is very safe for children; that the staff take an interest in all children; parents felt like they had opportunities to be part of the school and they were very happy to recommend the school to others.

Areas that may require a little attention include perhaps challenging some students to improve their learning and communicating strategies around how to do that; and related to that, some parents felt that the school could communicate better its targets of improvement. Overall, parents were very happy with the school and were very happy to recommend it to other families.

Student Satisfaction

In the annual school satisfaction survey, students at Sts Peter and Paul reported high levels of satisfaction and as a cohort of students, they are very happy. Students reported feeling very well known by the teachers; they reported feeling like their teachers took an active interest in them and that they were very well supported. They like their lessons and enjoy learning.

Possible areas needing attention include improving student voice. The students also voiced a desire for more sports equipment and playground equipment. The lunchtime clubs were noted as being very positive features.

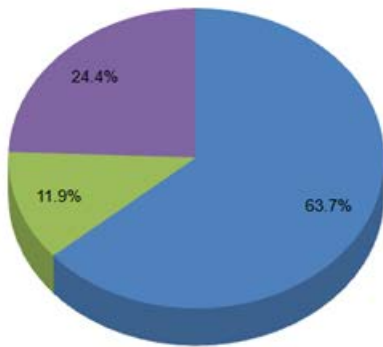
Staff Satisfaction

In the annual school satisfaction survey, the teachers at Sts Peter and Paul Primary School reported a high degree of satisfaction in working at the school. They feel supported, encouraged and appreciated. They are very proud of the school and would recommend it to anyone as a very good school. They take pride in their work and consider what they do to be of the utmost importance.

With respect to areas to work on, it was reported that staff meetings could be rendered a little more productive and, similar to parent feedback, the school could make clearer the school targets.

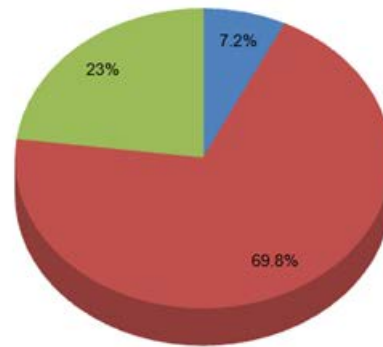
Section Eight: Financial Statement

Income



- Commonwealth Recurrent Grants (63.7%)
- Government Capital Grants (0%)
- State Recurrent Grants (11.9%)
- Fees and Private Income (24.4%)
- Other Capital Income (0%)

Expenditure



- Capital Expenditure (7.2%)
- Salaries and Related Expenses (69.8%)
- Non-Salary Expenses (23%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$4,059,640
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$759,942
Fees and Private Income ⁴	\$1,555,890
Other Capital Income ⁵	\$0
Total Income	\$6,375,471

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$479,872
Salaries and Related Expenses ⁷	\$4,640,754
Non-Salary Expenses ⁸	\$1,531,485
Total Expenditure	\$6,652,111

Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

Section Nine: Compliance With Registration Standards

This school is one of 29 systemic Catholic schools in the ACT under the governance of the Archdiocese of Canberra and Goulburn and overseen by Catholic Education Canberra Goulburn (CECG).

The standards for ongoing registration of ACT Non-Government schools are set out in Schedule 2 of the ACT Non-government Schools Registration Standards (Education Act 2004, Education Regulations 2005). With the support of CECG, as an ACT Non-Government school we ensure we are compliant with the Registration Standards in the required areas of Governance, Educational Programs, Safety and Welfare, and Other Operational Requirements.

CECG undertakes a five-year cycle of compliance review of its system of schools, systematically assessing each school against the Registration Standards. The review includes:

- consideration of a comprehensive suite of compliance documentation provided by the school;
- interviews with members of the school community; and,
- a full audit of the school premises, buildings and facilities.

It is then determined if each school is maintained and conducted in accordance with all requirements and remains compliant with the Registration Standards.

Additionally, each school Principal is required to annually attest to compliance with the Standards and provide evidence to prove this compliance.

Concurrent with the five-year cycle, CECG also employs an annual Compliance Assurance Program, with office staff conducting random audits of potential key risk areas in a selection of schools, providing feedback and ongoing support to improve practice where necessary and ensure compliance.

Our school remained compliant with the standards for ongoing registration in 2025.