



2025 ANNUAL REPORT



Matthew 6:33-34

"But seek first his kingdom and his righteousness, and all these things will be given to you as well. Therefore, do not worry about tomorrow, for tomorrow will worry about itself. Each day has enough trouble of its own."



2025 ANNUAL REPORT

Life through Christ

THE 2025 ACADEMIC YEAR IN REVIEW

Contextual Information of the School

St Peter's Heart is a Christian special school for students from Kindergarten to Year 6 with mild to moderate Autism Spectrum Disorder and/or mild to moderate Intellectual Disability. Located within the grounds of St Peter's Anglican Grammar in Campbelltown, the school was established to provide students with access to highly specialised education while also offering meaningful opportunities to engage with the wider mainstream school environment. Although a distinct school in its own right, its close proximity to St Peter's Anglican Grammar enables shared learning experiences, playground integration and friendships to develop between students from both schools, enriching the community and supporting student development.

Under the governance of the Campbelltown Anglican Schools Council and in ongoing partnership with Campbelltown Anglican Church, the school remains deeply committed to its motto, Life through Christ. This commitment is reflected across all aspects of school life—from learning programs shaped by a Biblical worldview to pastoral care that nurtures student wellbeing, resilience and the development of faith.

Each class at St Peter's Heart is supported by a teacher and teaching assistant, ensuring a personalised and well-structured classroom setting. With small class sizes, the curriculum is carefully adapted to each student's level of understanding, with clearly defined learning goals and varied modes of delivery. Students engage with the NSW Curriculum through adjusted materials, individualised programs and assessments aligned to their learning outcomes. During 2025, the school also began introducing Inquiry Learning experiences aligned with the approach used in St Peter's Anglican Grammar, enabling students to explore curriculum concepts through guided investigation, discussion and hands-on experiences. Regular Individual Education Plan (IEP) meetings with families and allied health professionals ensure each student's academic, sensory, social and behavioural needs are reviewed and addressed.

Integration into the broader St Peter's Anglican Grammar community remains a defining feature of the school. Students participate in specialist lessons such as Music, STEAM and Sport, attend Chapel and Assembly, and engage in developmental play opportunities that support social and gross motor development. Throughout the year they were also involved in excursions alongside Grammar students, selected aspects of year-level camps, school carnivals and a specialised sport program delivered through MENDGym. Students in Years 3 and 5 completed NAPLAN assessments in adjusted settings,

while Year 6 students engaged in leadership opportunities including buddy programs with younger students and transition experiences at Broughton Anglican College.

The school community celebrated important milestones during the year, including a formal graduation ceremony for one Year 6 student and an end-of-year celebration recognising the progress of all students. St Peter's Heart continues to flourish as a nurturing and purposeful learning community where every child is known, supported and encouraged to grow into the person God created them to be.

Characteristics of the student Body

St Peter's Heart continued with three classes in 2025, maintaining the growth established in previous years. Each class comprised seven - eight students, with a total enrolment of 22 students – 12 boys (55%) and 10 girls (45%). The classes were arranged as follows, taking into account specific student academic and behavioural support needs: Galahs (Kindergarten – Year 3), Kookaburras (Year 2 – Year 4), and Lorikeets (Year 3 – Year 6). Each class was led by a dedicated Teacher and supported by a Teacher Assistant, providing a consistent, supportive, and individualised approach to student learning.

There were no Indigenous students enrolled at St Peter's Heart in 2025; however, the school continued to reflect cultural diversity, with 32% of students identifying as having a language background other than English.

The class structure and staffing model supported the school's mission to provide a nurturing and inclusive environment for students with mild to moderate Autism Spectrum Disorder and/or mild to moderate Intellectual Disability. Students also engaged in shared learning and social experiences with their peers from St Peter's Anglican Grammar, fostering connection, confidence, and community.

Year 6 graduation in 2025 marked the completion of primary education at St Peter's Heart and the transition to the next stage of schooling. Progression to the Educational Support Program at Broughton Anglican College reflects Campbelltown Anglican Schools commitment to supporting successful pathways beyond primary school.

A significant highlight in 2025 was the graduation of the Year 6 students. As part of their transition, two students progressed to the newly established Education Support Program at Broughton Anglican College. This marked an important milestone for these students and reflected the ongoing commitment to supporting successful and purposeful post-primary pathways for graduates of St Peter's Heart.

MESSAGE FROM KEY SCHOOL LEADERS

Message from the Chair of Schools Council



2025 saw continued growth and strategic progress in strengthening both the educational and operational effectiveness of Campbelltown Anglican Schools (CAS).

Andrew Middleton continued to provide exceptional leadership as Chief Executive Officer across Central Services, St Peter's Anglican Grammar, St Peter's Heart, and Broughton Anglican College. His ongoing work to align resources, systems, and strategy across campuses has further strengthened our unified approach to Christian education, ensuring that each school operates with clarity, purpose, and shared vision.

Central Services remains integral to the effective functioning of CAS, encompassing People and Culture, Facilities and Capital Works, Finance, Marketing, Risk, Compliance, and Registration. Under the leadership of Gavin Senescall, these teams have continued to operate with diligence and expertise, supporting the growing needs of the organisation while maintaining strong governance and operational excellence.

At St Peter's Anglican Grammar School, Mrs Michelle McDonnell has continued to lead with wisdom, vision, and deep commitment to student learning and wellbeing. Building on the previous year's improvements, the school has further embedded high-quality teaching practices within enhanced learning environments. The refurbishment of classrooms and administrative spaces has contributed to a cohesive and welcoming campus, supporting both educational outcomes and community engagement.

St Peter's Heart has continued to flourish under Mrs McDonnell's leadership, supported by Coordinator Mrs Kym Busutel. The Heart team remains deeply committed to providing a safe, nurturing, and engaging environment for students with diverse learning needs. The strengthening integration between St Peter's Heart and St Peter's Anglican Grammar has further enriched both communities, fostering inclusion, connection, and shared learning experiences.

Broughton Anglican College has continued to experience significant development, particularly within the Senior School. Following the completion of major refurbishments to science laboratories, classrooms, and staff spaces, 2025 has seen continued progress on the Senior School Courtyard redevelopment. Mr Timothy Hewitt's leadership remains marked by clarity, energy, and a deep commitment to Christian formation, shaping a College culture grounded in the message of Jesus. The Moore College PTC Course has also continued to grow, providing valuable theological and educational opportunities, with strong participation from both students and staff.

Beyond our campuses, 2025 has also marked meaningful progress in the stewardship and future planning of resources. The Woodland site presents a significant opportunity to extend learning beyond the classroom, offering space for outdoor education, reflection, and Christian formation. Historically linked to the Taber family and the early development of the Menangle region, the land reflects a rich local heritage and a longstanding connection to the Campbelltown Anglican Schools community.

The Campbelltown Anglican Schools Council continues to serve faithfully as a united and committed body. Alongside the Deputy Chair, Treasurer, fellow Council members, and in partnership with the Campbelltown Anglican Churches and Senior Minister Jason Veitch, we have sought to provide wise governance and steadfast support. The Council remains committed to ensuring that our schools are places where students and families encounter Christ, grow in faith, and develop meaningful connections.

We give thanks to God for His continued provision and guidance throughout 2025. We remain prayerful and expectant as we look ahead, trusting that He will continue to lead and grow the ministry of Campbelltown Anglican Schools for His glory.

Mrs Megan Blencowe
Chair of Schools Council

MESSAGE FROM KEY SCHOOL LEADERS

Message from the Executive Head of Campbelltown Anglican Schools



The 2025 year has been one of significant growth, maturity and opportunity across Campbelltown Anglican Schools; Broughton Anglican College, St Peter's Anglican Grammar and St Peter's Heart. As a unified community, we continue to pursue our vision of equipping students for a Life through Christ and a courageous engagement in the world through a Christ-centred, academically rigorous and biblically informed education.

Throughout 2025, we have seen God's provision in both expected and unexpected ways. From strengthened enrolments and stable staffing to meaningful spiritual growth among students and staff, there is much to give thanks for. Stories of faith, including students coming to know Christ and a deepening engagement with Christian education, have been a particular encouragement to our community.

A feature of 2025 has been the continued implementation of our Strategic Plan. The development of aligned action plans has provided greater clarity, accountability and momentum across all areas of the organisation. This has enabled us to better align teaching and learning, operational priorities and community engagement with our long-term vision, shaped by our commitment for students to experience the love of Jesus, to be known and engaged, and to be equipped with wisdom for life. Importantly, this work has strengthened our capacity to communicate clearly with stakeholders and measure progress in meaningful ways.

We have also made substantial progress in strengthening the quality of teaching and learning across all three schools. A consistent focus on explicit instruction, professional development and biblically grounded curriculum has supported improved classroom practice and student outcomes. Alongside this, investment in staff development and leadership care has remained a priority, recognising that the strength of our schools is deeply connected to the wellbeing and growth of our people.

In 2025, we have also seen significant advancement in our property and long-term planning initiatives. The acquisition and early development of The Woodland property adjacent to Broughton represents a transformational opportunity for our schools. This space will serve as a living classroom, providing opportunities for outdoor education, spiritual reflection and experiential learning for students across all stages. It also brings back together land generously donated for God's ministry by the Taber family in the 1960's.

Across our schools, community life has remained strong. Events, co-curricular programs, and partnerships have continued to foster a deep sense of belonging among students, staff and families. Preparations for Broughton's 40-year anniversary in 2026 have also provided an important opportunity to reflect on God's faithfulness in the past, while looking with confidence toward the future.

Financially, Campbelltown Anglican Schools remains in a sound position, with careful stewardship enabling both current operations and future growth. This stability has allowed us to invest strategically in people, programs, and facilities while maintaining long-term sustainability.

As we look ahead, we do so with humility and confidence; recognising that while we plan and work diligently, it is God who establishes our steps. We remain committed to our mission, to one another, and to the students and families we are called to serve.

Mr Andrew Middleton
Chief Executive Officer of Campbelltown
Anglican Schools

MESSAGE FROM KEY SCHOOL LEADERS

Message from the Principal

2025 has been a year of continued growth, connection and discovery at St Peter's Heart. Our school has built on the foundations of a flexible, safe and supportive environment where every child is known, valued and encouraged to flourish. Guided by our motto, Life through Christ, we seek to nurture young people academically, socially, emotionally and spiritually, recognising that each child is uniquely created in the image of God. Our dedicated staff team has worked faithfully to provide experiences that build confidence, independence and a genuine joy in learning.

A defining feature of St Peter's Heart continues to be the close partnership with St Peter's Anglican Grammar. Throughout the year, Heart students have regularly joined their Grammar peers in specialist subjects, playground interactions, Chapel, Assemblies and Buddy Groups. These shared experiences create meaningful opportunities for friendship, encouragement and belonging across both schools and reflect the strength of our integrated community.

Teaching and learning further developed during 2025 as staff strengthened classroom practices across all areas of the curriculum, ensuring programs were carefully tailored to support the individual strengths, needs and progress of each student. Through personalised programs, targeted support and flexible approaches, children were encouraged to build confidence, develop independence and experience success. This year also saw the introduction of supported Inquiry Learning experiences aligned with the St Peter's Inquiry Model, encouraging curiosity, exploration and deeper engagement with ideas.

Students enjoyed a range of enriching experiences throughout the year. Participation in specialist lessons, excursions and whole-school events provided opportunities to develop social skills, independence and confidence in a variety of

settings. Our specialised sport program through MENDGym continued to play an important role in supporting strength, coordination and wellbeing through physical activity.

The partnership between school and families remains a vital part of St Peter's Heart. Many families joined us throughout the year for shared events including Chapel, Assemblies, Grandparents Day and wider school celebrations, as well as Heart family events that provided opportunities for connection, encouragement and shared celebration.

A special milestone for our school this year was the Year 6 graduation, recognising the growth and achievements of our students as they prepared for the next stage of their educational journey.

I would like to express my sincere gratitude to the St Peter's Heart staff team for their dedication and faithful service throughout the year. Their professionalism, patience and genuine care for every child are evident in the nurturing environment they create each day. Through their commitment, students are encouraged to grow in confidence, develop new skills and experience success.

Above all, we give thanks to God for His faithfulness throughout the year. As we reflect on all that has been achieved, we are reminded that our purpose is not only to support each child's development, but also to help them know the love of Christ and the hope that is found in Him.

As we look ahead, we do so with gratitude and anticipation, confident that God will continue to guide and grow our school as we seek to nurture hearts and minds and live out our calling to share Life through Christ.

Mrs Michelle McDonnell
Principal



MESSAGE FROM KEY SCHOOL LEADERS



Campbelltown Anglican Schools continued to grow in 2025 as it sought to live out the motto of “life through Christ”. The School Council’s work on the Vision and Mission brought refined clarity to our conviction that Christ-centred education is foundational for our future graduates as we prepare them for the exciting, challenging and ever-changing world they’ll live in. Under the leadership of our Council Chair Mrs Megan Blencowe, our CEO Mr Andrew Middleton, our CFO and COO Mr Gavin Senescall and our Principals Mr Timothy Hewitt and Mrs Michelle McDonnell our school community continued to grow and our staff and students were living models of our values across our campuses.

A key highlight for 2025 was the purchase of the Tabor Park land adjacent to Broughton Anglican College. This property had been set aside by the Tabor family at the same time that the land for the Broughton Anglican College was made available to our Campbelltown Anglican Schools Corporation. This adjacent property had most recently been under the stewardship of Anglicare but it was pleasing to purchase it and reunite it, after almost 40 years, with the Broughton site for use by our schools. We look forward to repurposing the land so that it makes an important contribution to the development of our students.

Additionally, it was very pleasing in 2025 when the 40-year old vision of Rev. John Darlington to establish the Campbelltown Anglican Schools along with a church at each school location was fulfilled. Whilst, the new Campbelltown Anglican Churches congregation at Broughton Anglican College is separate to the activities of the College, it is a whole-hearted partnership that both our parish Church and Campbelltown Anglican Schools have long desired. The launch day on the 2nd of November in 2025 saw over 250 people gather for the opening service and it was attended by many of our school leaders who were pleased to celebrate the occasion.

So, 2025 was not only a year of realising important long-term milestones built upon the prayers of people who have gone before us, it was also an exciting year of seeing the Lord God himself at work in our community and growing us for the future. We would love you to share our hopes and prayers, built on our certain hope of salvation in Jesus, as we look ahead and continue to seek to live out our conviction that life is indeed meant to be lived through Christ

Warm regards,

Rev. Jason Veitch, Senior Minister Campbelltown Anglican Churches and ex-officio member and deputy chair of Campbelltown Anglican Schools Council



STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING

In 2025, students at St Peter’s Heart were encouraged to participate in the National Assessment Program – Literacy and Numeracy (NAPLAN). There were no Year 5 students enrolled in Heart in 2025 and most of the Year 3 cohort participated in all assessments.

TEACHER ACCREDITATION

Teachers Accreditation – 2025

 Level of Accreditation	 Number of Teachers
Conditional	0
Provisional	1
Proficient Teacher	7
Highly Accomplished Teacher (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0
Total number of teachers	8

WORKFORCE COMPOSITION

Teaching staff 2025	
Teaching staff	7
Full-time Equivalent teaching staff	3.8 FTE
Non-teaching 2025	
Non-teaching staff	5
Full-time equivalent non-teaching staff	3.2 FTE

This information may be found at the My School website at <https://www.myschool.edu.au/school/53044>

While St Peter’s Heart boasts a diverse range of cultures represented among its staff and students, it is important to note that currently there are no teachers who identify as Indigenous. However, the school recognises the value of Indigenous perspectives and is committed to promoting cultural inclusivity and understanding. Indigenous perspectives are incorporated into the curriculum and create opportunities for students to learn about and appreciate Indigenous cultures. St Peter’s Heart remains dedicated to fostering an environment that celebrates and respects all cultures, including Indigenous cultures, while promoting effective communication and understanding among its diverse community.

STUDENT ATTENDANCE RATES

In 2025, student attendance rates were as follows:

Percentage Attendance Report 30/01/2025 to 10/12/2025 (188 school days)

Year Level	Boys	Girls	Overall
Kindergarten	100%	95%	96%
Year 1	97%	97%	97%
Year 2	93%	88%	91%
Year 3	90%	91%	90%
Year 4	97%	97%	97%
Year 5	No students	No students	-
Year 6	100%	No students	100%
Whole School	96%	94%	95%





MANAGEMENT OF NON-ATTENDANCE

The School maintains a register of enrolments.

The School monitors the daily attendance and absence of students in the School by maintaining a daily register for each class of students.

Student absences from classes or from the School are identified and recorded in a consistent manner by the staff member responsible for the roll class using the code approved by the Minister for Education.

Unexplained absences from classes of the School are followed up in an appropriate manner with their parent or carer. An email is generated to the parent on the day the student is absent relating to non-attendance.

The School notifies parents and/or guardians in an appropriate manner where a student has a poor record of School or class attendance.

Where unsatisfactory class or School attendance is identified, the attendance issue and any action taken are recorded, as appropriate, on the student file.

The register of enrolments is retained permanently. Absences for a student are retained for:

- Students of Indigenous origin or in out-of-home care: Retain permanently
- Other students: Destroy 75 years from date of birth.

Exemptions From Attendance

Parents can apply for exemption from attendance from School.

The application for exemption from attendance must be in writing.

Specific applications for exemption only includes: -

- For students engaged in employment in approved entertainment industry activities
- For students participating in elite arts or elite sporting events
- Exceptional circumstances (including the health of the student where sick leave or alternative enrolment is not appropriate)

A letter of Exemption from Attendance is issued by the Principal.

A copy of the letter of Exemption from Attendance is provided to the parents.

A copy of the letter of Exemption from Attendance is placed on the student's file at school.

When an Exemption from Attendance is granted, the roll must be marked with the code "M".



Deuteronomy 4:39

"So remember that the Lord is the only true God, whether in the sky above or on the earth below."

SCHOOL POLICIES

Student Welfare & Discipline

The following school policies are available on the schools website-

- Anti Bullying Policy
- Child Protection Policy
- Complaints and Grievances Policy and Procedures
- Discipline Policy
- Discipline Procedure
- Enrolment Policy
- Parent Code of Conduct
- Privacy Policy
- Student Code of Conduct
- Volunteer Code of Conduct
- Whistleblower Policy

Link to website: <https://stpetersheart.nsw.edu.au/policies/>



SCHOOL DETERMINED GOALS 2025 – 2026

Vision and Mission

Strengthen the Christ-centred identity of St Peter's Heart through prayer, Chapel and the teaching of Biblical truth.

Ensure school programs, routines and community life reflect the vision Life through Christ and foster belonging across Heart and Grammar

Teaching and Learning

Strengthen individualised learning programs aligned with IEPs, NCCD adjustments and NESA outcomes to support the progress of each student.

Complete implementation of the new NSW syllabuses in HSIE, Science, PDHPE and Creative Arts alongside the continued introduction of the St Peter's Inquiry Model.

Continue development of sensory spaces, calm areas and outdoor play environments to support engagement, regulation and accessibility.

Pastoral Care

Implement and explicitly teach the St Peter's Behaviour Curriculum adapted for Heart students.

Strengthen student regulation and wellbeing through structured routines, calm spaces and consistent behaviour support strategies.

Continue to build belonging and inclusive relationships through shared experiences across Heart and Grammar.

Staff Development

Strengthen professional learning through collaborative planning and targeted development aligned with school priorities.

Implement staff goal-setting processes aligned with the school vision and professional standards.

Communication and Parent Partnership

Strengthen communication with families regarding student progress, wellbeing and individual learning goals through clear and consistent communication protocols.

Increase opportunities for parent connection, education and partnership in supporting student learning and wellbeing.



Parent, student and teacher satisfaction

In 2025, St Peter's Heart continued to prioritise strong partnerships between home and school, with feedback from parents, students and staff shaping the ongoing development of the learning environment.

An independent parent experience survey, completed by families across the school, reflected a high overall satisfaction rating of 78%, with the majority of areas rated 'high' or 'very high'. Staff also participated in a corresponding survey, with feedback reflecting a strong level of satisfaction with their experience at the school. Parents expressed strong confidence in the quality of teaching, Christian values and pastoral care, with expectations met or exceeded in these key areas for the majority of families.

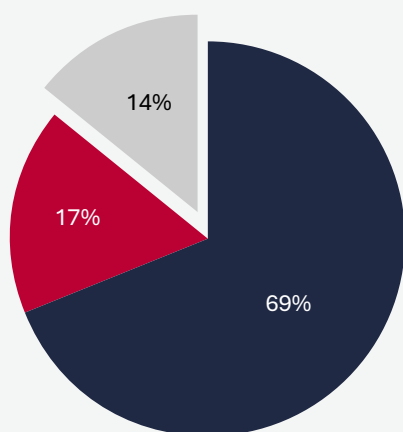
Feedback highlighted the strength of the school's supportive and individualised approach, with families valuing the care shown by staff, the development of each child's confidence and wellbeing, and the sense of belonging experienced within the community. Opportunities for connection through daily interactions, parent meetings and collaborative planning processes continued to strengthen these relationships.

Students remained at the centre of this partnership, engaging in personalised learning that supported their growth across academic, social and emotional domains. Increasing opportunities for integration and shared experiences across the wider school community further supported students in building confidence, connection and independence.

This feedback reflects a community where each student is known and supported, learning is purposeful and responsive, and growth is nurtured within a caring, Christ-centred environment.

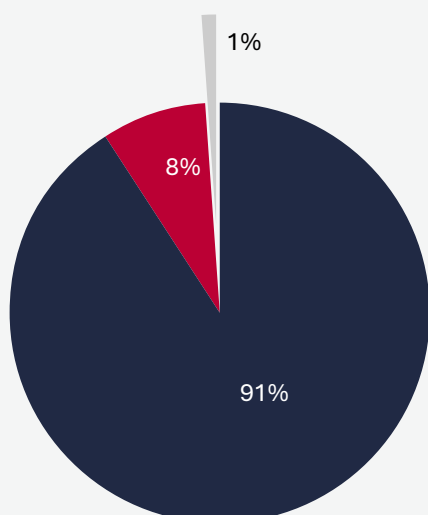
SUMMARY FINANCIAL INFORMATION

Recurrent/Capital Income



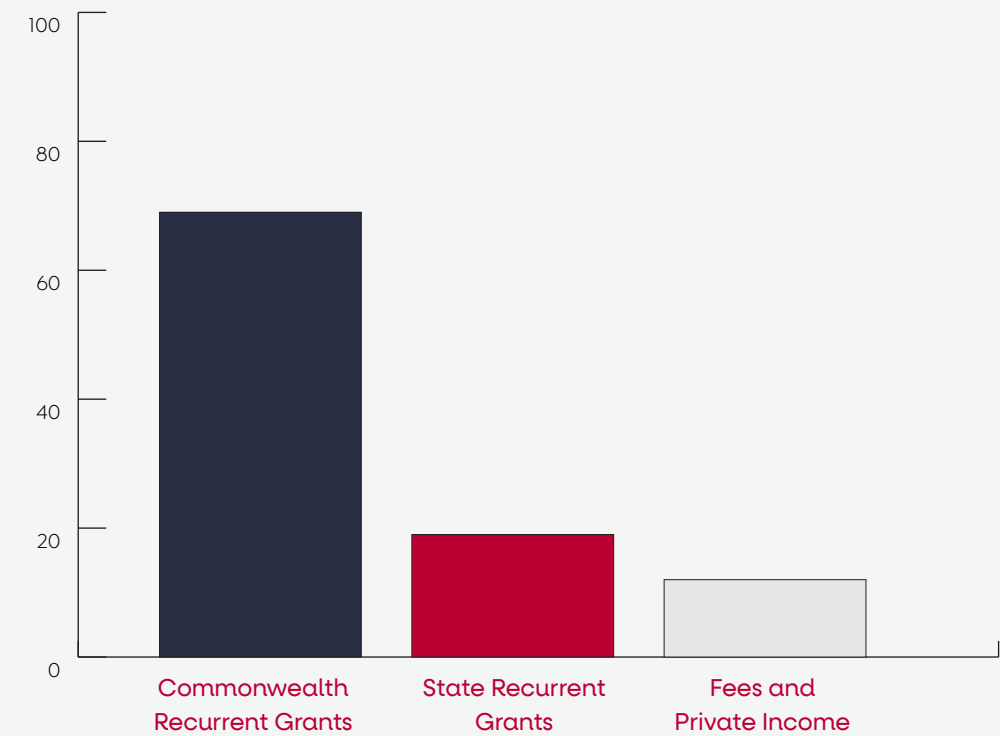
- 69% Commonwealth Recurrent Grants
- 17% State Recurrent Grants
- 14% Fees and Private Income

Recurrent/Capital Expenditure

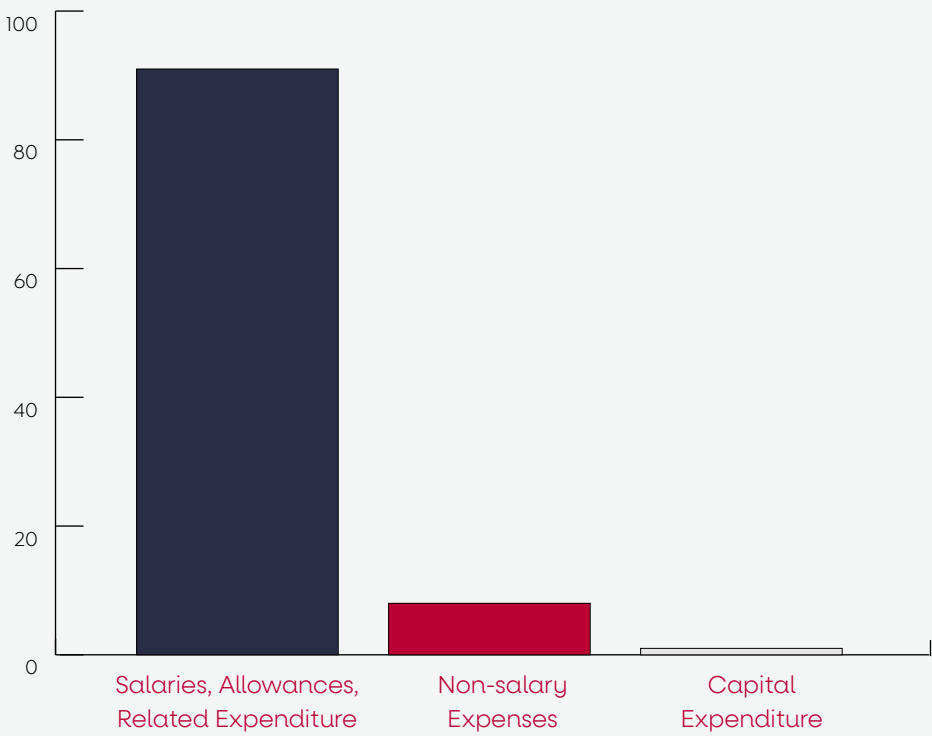


- 91% Salaries, Allowances, Related Expenditure
- 9% Non-salary Expenses
- 1% Capital Expenditure

Recurrent/Capital Income



Recurrent/Capital Expenditure





2025 ANNUAL REPORT

Life through Christ

5 Howe Street, Campbelltown NSW 2560 

+ 61 (2) 4627 2344 

heart@stpeters.nsw.edu.au 