

2020 ANNUAL REPORT

St Philip's Christian College Cessnock





Policy

The College will maintain the relevant data and will comply with reporting requirements of the NSW Minister for Education and Training and the Australian

Department of Education, Employment and Workplace Relations. This report will include public disclosure of the education and financial measures and policies of the school as required from time to time.

Procedures

Procedures for implementing the policy include:

- Identification of the staff member responsible for coordinating the final preparation and

“This report will include public disclosure of the education and financial measures and policies of the school.”

distribution of the Annual Report to the Board and other stakeholders as required.

- For each reporting area, identification of the staff member responsible for the collection, analysis and storage of the relevant data for providing the relevant information to the coordinator for inclusion in the report.
- Determination of the specific content to be included in each section of the report and reviewing this each year to ensure ongoing compliance, relevance and usefulness.



- Preparation of the report in an appropriate form to send to NESA.
 - Setting the annual schedule for:
 - Delivery of information for each reporting area to the coordinator
 - Preparation and publication of the report
 - Distribution of the report to NESA and other stakeholders
 - Provision of information for the My School website as requested.
- and Workplace Relations and the NSW Government, through the Minister for Education and Training, may request additional information. To ensure that such requests are dealt with appropriately, the Acting Principal, Mr Matt Connett, is responsible for coordinating the school's response. He is responsible for the collection of the relevant data and for ensuring it is provided to NESA in an appropriate electronic form. Mr Jacques Mouton is responsible for completing the collection of relevant data and for ensuring it is provided to DEEWR in an appropriate form.

Requests for Additional Data

From time to time the Australian Government, through the Minister for Education, Employment



BOARD REPORT

Greetings friends and colleagues,

It is my privilege to present this report to the Foundation for the year ended December 2020.

As we worked our way through the unique challenges and opportunities of 2020, I believe we are all stronger and more resilient in many ways. This is evident in the way in which our valued staff equipped themselves, their ability to adapt to online instruction, and the way in which the students were able to achieve their learning outcomes, both face-to-face and using online technology. All St Philip's schools were very well equipped to embrace this technology which resulted in the achievement of high-quality outcomes over a wide range of subjects.

In my report last year, I remarked that our resolve is

“Our strong commitment to the vision and Core Values underpin the philosophy of the St Philip’s group.”

to maintain our place as leaders in quality Christian education, for **“whole of life.”**

Education is a right, and St Philip's is at the forefront of delivering quality education within a Christian framework. We passionately believe in the need to develop the whole child – intellectually, socially, physically and spiritually and to maintain high academic and behavioural standards while keeping the truth of the Christian Gospel at its core. Our prayer is that all of our students become followers of Jesus Christ and also become impactful in their communities.



Worldly values are surreptitiously creeping into the population in general, and sadly, into some Churches. It is vitally important as Christians to uphold the tenets of our beliefs, to not drift away from the teachings of the Bible and to stand strong against the wiles of the devil; to guard against “mission drift.”

I cannot emphasise enough the importance of maintaining strong commitment to our Vision and Mission, and to our Core values: **Christ First, Serve One Another, Strive for Excellence, Do What is Right and Build Community.** These strong beliefs underpin the philosophy of the St Philip’s group.

My thanks to our Executive Principal Mr Graeme Irwin for his wise and Godly leadership, vision and resolve; to all Principals, leaders and all staff throughout the group for their commitment and

diligence in maintaining the “culture” of St Philip’s. Also, thank you to the Foundation staff who are doing a sterling job in supporting the schools.

To the Board of Governors, thank you for your wisdom and proficiency in overseeing this wonderful organisation - “St Philip’s.” Your professional and effective input is greatly appreciated. The commitment and expertise you bring to the board certainly assists in ensuring that our schools remain at the forefront of Christian education, in the Hunter, Central Coast and beyond. Grace and Peace,

Les Holland

Chairman, Board of Governors

SPCEF Ltd – AGM 27 May 2021

CEO REPORT





2020 was a year like no other. It all started out like any other year but soon changed to reveal a year of fear and uncertainty as the COVID19 pandemic spread across the world. How appropriate was our organisational theme for the year, and we praise God that He was preparing us for what we were to endure. Our theme of 'Courage' was so needed for all within our school communities and the verse *1 Corinthians 16:13* **'Be on guard. Stand firm. Be courageous. Be strong'**, was a constant encouragement.

We started the year with great expectation as at last 2020 was here and that 2020 vision we had held on to for so long beforehand

was all coming to fruition. Our regular Big Day Out gathering of all 600 or so staff was held at the

“Our theme of ‘Courage’ was so needed for all within our school communities.”

University Great Hall in January and it was well received with Mark Sayers, pastor of Red Church Melbourne, being our guest speaker. Mark spoke brilliantly on navigating our mission in a changing cultural landscape.

By March things were bleak and the future was uncertain. We communicated regularly with the school communities and attempted to keep everyone

informed about the changes that were taking place. On March 20th I sent a message to all staff

assuring them that their jobs were secure and that we would wind back capital expenditure if needed to keep all staff employed. We also offered fee discounts to families in financial difficulty and the Board also approved the waiving of the Resources Levy for a period during 2020. Graeme Evans was also appointed to oversee the organisational response to COVID19 and I commend him on



his important work.

It was remarkable how our staff rallied to ready themselves for remote learning. Our Apple MacBook program and the recent introduction of a new Learning Management online system, iLearn, proved to be greatly beneficial in this new environment. Staff accomplished the miraculous with their efforts to continue learning remotely with specially prepared materials sent home or online learning. Staff at Narnia Early Learning Centres are to be commended for their efforts throughout the intense period of the crisis also.

A major achievement for the year was the development of Strategic Plans for the Foundation, the acceptance of these by schools to develop their School Improvement plans for the next three years.

“Infrastructure developments progressed well during the year despite COVID.”

In addition, Enabling Strategies were developed for the important work of the Foundation Office to ‘enable’ the mission focused and effective operation of the organisation. A generic ‘New Schools Strategic Plan’ is currently under development to support the work of new school teams in planning the establishment of new schools.

In terms of staff in the Foundation Office we welcomed Matthew Gray as CFO, we farewelled Hannah Moriarty and Stephen Fyson, appointed Rachel Hall and Christine Salvini as Executive



Assistants and commenced preparing to advertise for the new roles of Director of People and Culture, and Director of Development and Community.

Following the resignation of Darren Cox as Principal at Cessnock an extensive search was conducted to select a new Principal. Though this process was thorough, none of the prospective candidates were selected and this led to the current Deputy Principal, Matthew Connett, being appointed in the role of Acting Principal, in anticipation of the search continuing in 2021.

Infrastructure developments progressed well during the year despite COVID. The Senior School building at Cessnock and the DALE building at Gosford were both completed successfully. Planning also progressed on the many other projects managed by

the Project Control Group. And here I want to thank the group for their sterling efforts throughout 2020 under the chairmanship of Ian Easton our College Architect.

During 2020 we were very successful in securing infrastructure grants and BGA grants. 22 million dollars was secured in once in a lifetime EIF infrastructure grants for projects at Cessnock, Charmhaven and Huntlee. In addition, BGA grants of \$800k at Gosford for a new Senior School building, \$850k at Port Stephens for a new Junior School building and \$600k at Kurri for a new Young Parents School.

It is important to appreciate the work of the Board. Thank you to Les Holland as Chair and members Ben Picton, Paul Dorrity, Tony Urquhart,

Stephen Clarke, Prof John Attia and Robert Fogg. Thank you also for the service of officers of the Foundation to the Board. Thank you to Graeme Evans, Matthew Gray and Garry Paget. From the Board we farewelled Edna Dobson after 25 years of dedicated service on the Board. This is truly a re-markable contribution and we honour Edna for her service and commitment.

Throughout the year SPELT meet regularly to oversee all our schools and support one another and learn from each other. SPELT is the St Philip's Executive Leadership Team and is made up of all the senior leaders in the group. Principal Newcastle - Pam O'Dea, Principal Port Stephens – Martin Telfer, Principal Gosford - Michelle Cairelli, Acting Principal Cessnock – Matt Connett, Principal DALE – Bronwyn Thoroughgood, Principal Teaching School – Samantha Van De Mortel, Executive Director Early Learning – Lea Rule, Chief Financial Officer - Matthew Gray, Deputy CEO – Graeme Evans and myself. I commend everyone on their dedication to the task of keeping our schools running and delivering high quality learning and care for our students during a most difficult year.

As you read this annual report one thing will become evident. That is the quality of our students. So, **my congratulations go to each and every one of our students for your hard work and diligence** in 2020 and for all you have achieved. Well done!

Every blessing,

Graeme Irwin

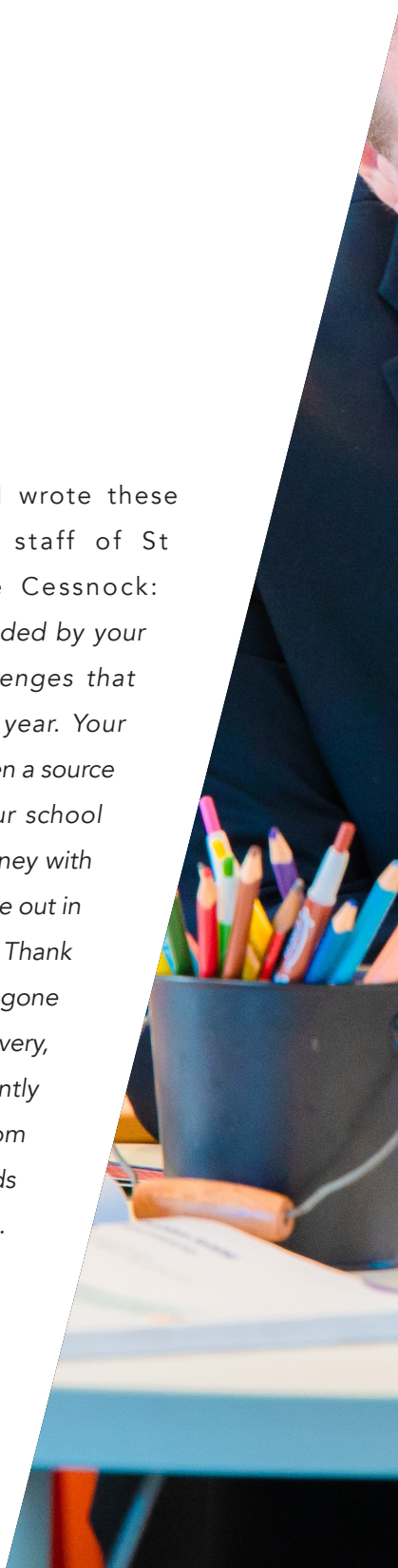
Executive Principal



ST PHILIP'S CHRISTIAN COLLEGE

PRINCIPAL

As 2020 came to a close, I wrote these words to the incredible staff of St Philip's Christian College Cessnock: *I have been constantly astounded by your approach to all of the challenges that we have faced together this year. Your professionalism, skill, compassion and grace have been a source of incredible blessing to me personally and to our school community. I cannot imagine wanting to do this journey with another group of people. Thank you for the life you live out in this place. Thank you for your care and compassion. Thank you for the laughs, thank you for all of the times you gone 'above and beyond'. Thank you for making me feel so very, very welcome. I genuinely feel like I have been instantly welcomed into this community... we have moved from colleagues to comrades, partners in calling and friends incredibly quickly, and I am grateful beyond words. Joining the Cessnock campus after 19 years at Waratah was initially daunting, but the staff at this campus are an absolute blessing to SPCC.*



REPORT





The year to follow was full of struggles, perseverance, creativity, hard work and success after success. Some of the highlights are as follows:

We have established a highly successful Discipline Committee. This committee is chaired by the Deputy Principal, consists of Heads and Assistant Heads of each subschool, and one or two independent teaching staff. The purpose of the committee is to provide a balanced and consistent approach to dealing with matters of serious discipline. When a significant event takes place, the Head and Assistant Head of the school involved will gather relevant information, and then the committee will meet to discuss the matter, referring to the relevant policy material they will make a recommendation to the Principal. This committee has ensured an efficient and even manner of dealing with serious

“The year to follow was full of struggles, perseverance, creativity, hard work and success after success.”

matters of student discipline, and has a positive impact on the culture of the college to create a more consistent approach and response to serious matters of discipline.

No Principal’s report for 2020 would be complete without discussing the school’s response to the global pandemic. To say I am proud of the school’s handling of this situation would be a gross understatement. As case numbers in our larger cities began to rise, our ELT began to meet to discuss how we might respond in the case of a shutdown of



school operations. A very quick, 'band-aid' solution of school from home that would be the equivalent of school on site was devised, but the team were not content that this was good enough. Would we really be happy with this if we were students? Did this really represent best practice? The answer was no! As a response, a larger team was put together to investigate the options of what this could look like if we applied principles of 'best practice' to this impending situation. A real time, rapid 'action research' cycle was employed, and as a result the time table was divided into three sections: 1) 33% of the timetable would be students learning in ZOOM sessions with their class; 2) 33% would be guided independent learning with access to a 'call centre' with various specialists available to assist via ZOOM; 3) 33% would be completely independent utilising materials provided by our LMS.

The determination showed by our students was demonstrated through their excellent results, and the care of our staff was demonstrated through the fact that as a result our COVID-19 response our school actually grew in enrolments, and successfully continued education to all our students, even those that were in lockdown in Broome!

During this time our staff facilitated and participated in a staff digital conference, in place of the SPCC annual conference. This saw our staff participate in worship, receive spiritual input, unpack important initiatives, join digital planning sessions and participate in electives deliberately aimed at enhancing the ability of all teaching staff to improve their digital teaching skills.

This conference was a great success, and many staff have transferred the skills they learned in this conference to their daily teaching practice now.

The return to school 'post COVID' was also successful, with some students having the option of continuing to stay at home if their circumstance required it. The success of the school through both the return to school phase and through remote learning can be attributed not just to the outstanding effort of our teachers, but also our support staff. The schools communications, administration and management ensured a continuous strong platform from which we were able to minister consistency, faithfulness, grace and truth to our families. This included: smooth, efficient clear communications, drive thru IT support and library services, the distribution of iPads to all students from Year 2 to Year 4, allowed the creation and distribution of year-based devotions online. **The entire school is to be commended for the way in which they continued to deliver excellent education and the message of the Love of Jesus to the community** during

the entire drawn out event.

As the year drew to a close, the school watched in anticipation as the new Senior School building drew closer to completion. This significant project is the culmination of years of dreaming, planning and hard work, and so, the community was very excited to see the materialisation of these hopes and dreams into the beautiful result we now utilise. A building that: inspires, provides flexibility, treats students like adults, and sees them rise to it.

The year also saw the continued careful planning for the launch of our YES (Young Entrepreneurs Scheme) program in conjunction with Alphacrucis. With 14 students to start the year in this innovative and adventurous new program. These students were looking forward to 2021 with great anticipation.

2020 saw a significant number of our teachers nominated for significant prizes, including: Joel Procter for Rising Star of the Year, Naomi Doherty for Primary Teacher of the Year, and Ben Peacock for Secondary Teacher of the Year and Rising Star of the Year. These teachers exemplify the skill, commitment and heart

of all of our teachers for our community.

The schools sporting success continued, even in a pandemic affected year, experiencing continued success in cricket, basketball and soccer to name a few, and this success, combined with our world-class facilities saw us attract some wonderful opportunities for our school. This included successful visits from the Brisbane Roar (A-League Soccer), the Western Force (National Super Rugby), and ultimately the Australian Wallabies (National Rugby Union team). This honour afforded us the opportunity to observe training sessions, enjoy presentations from the various players from across the codes, and understand what it is like to be a person of integrity and faith within the context of elite sports.

As the year drew to a close, we prepared to farewell Mr Darren Cox as the outgoing Principal, taking the opportunity to honour him and his family for all they have given to the College, and in fact to the larger community of Cessnock. **Darren and his family have been integral in the ongoing success and growth of the school, and it is upon the foundation and**

platform that he has built that we continue to move forward and experience further success and prosperity. Darren's many gifts were utilised and poured out in full as he gave everything he had to build this community and this school. Darren believed in calling young people to live an aspirational and inspirational life, and it is this legacy that, through the Grace of Jesus we will continue to work out as we move into the next phase of what God has for our school.

This is an amazing community to work with, and I count it a privilege to serve them in leadership.

Matt Connett

Acting Principal





L
E

D

A

E



College Leaders.

P-12 Executive Leadership Team

Mr Darren Cox (Principal), Mr Matt Connett (Deputy Principal), Mr Jacques Mouton (Business Manager), Mrs Margaret Pond (Head of Junior School), Mr Phil Gallagher (Head of Middle School) and Mr Brendon Guest (Head of Senior School).

College Leadership Team

Mr Andrew Roxby, Mr Ben Archer, Mr Michael Low, Mr Neil Bustos, Ms Anita Voskamp , Mrs Charissa Foster, Mr Paul Ivey, Mrs Karen Gouws, Mrs Leanee Preece, Mrs Lisa Schillert, Mrs Naomi Doherty, Mr Luka Adams, Mrs Jessie James, Mrs Sharnee O’Neil, Mrs Vic Waights, Mrs Esther Cox, Mr Peter Reid, Mr Ben Peacock, Ms Karinne Cooke, Mrs Rebecca Johnson, Mrs Amanda Cochrane, Mr Ben Kell, Mrs Shelly Kelly, Mrs Alysia Neirinckx, Mr Doug Hughes, Mrs Georgia Bellchambers, Mrs Angela Neale, Mrs Kerin Gorton, Mrs Kath Hirons, Mrs Corey Rowntree.

College Captains

Jack Walsh and Eleanor Cox



Junior School Report

Who would have thought that our College theme of **'Courage'** would have needed to be put into action in such a real way during 2020. I am so thankful that we can be courageous and rest in the knowledge that God is in control, knowing that He will give us the strength we need day by day to face any situation.

2020 was a year like no other. Things were sailing along smoothly until the 'storm' of COVID-19 hit. The pandemic threw the world into chaos and disrupted life as we knew it forever. During the lockdown, we knew it was critically important to focus on continuing to provide quality learning and maintain the wellbeing of our staff and students.

The vision for remote learning was to provide

“The crisis forced us to be creative. We were forward-thinking and maximised the opportunity to reimagine education”

meaningful and engaging learning experiences in the most practical way to support students and their families. Staff provided different learning experiences that maintained engagement, connection and pastoral care throughout the rapidly changing times. We carefully selected resources and developed procedures that were appropriate for our context and community.

The crisis forced us to be creative. We were forward thinking and maximised the opportunity to reimagine education. We achieved in weeks, what



would have taken years. We agreed with the words of Winston Churchill, 'Never let a good crisis go to waste'.

Staff were forced to work quickly and put in herculean efforts to meet the demands of the crisis. They prepared high quality learning activities, videoed lessons and connect with families. We took the time to express gratitude and celebrate success. It was incredibly humbling to see the whole community embracing the challenges and working as a team.

Events/Activities

Due to COVID restrictions, most events that were traditionally run were cancelled or done in a different way. However, we still managed to enjoy the year together.

To reward the students for the way they have adapted to the changes and challenges of 2020, and to celebrate the end of the year, the teachers organised the **Junior School Fun Day** where all K-4 students participated in a range of activities (eg Arts and Crafts, Cooking, Sports and Movies) throughout the day. Students who earned their Gold Award also received a showbag.

We were thankful that the restrictions eased at the end of the year to allow us to have our **Junior School Awards Ceremony**. We showcased learning throughout the year and celebrated the achievements of our students.

We also farewelled two staff members who



had made an incredible difference in the life of our College over the past decade (Mr Cox and Miss V).

When you think about Miss V, some of the first things you think of include: fun, positivity, dress ups, crazy dancing at discos and who could forget her distinctive laugh. Of course, there are many more serious and educational things she's done as well. To thank Miss V and reflect on her last 10 years at SPCC Cessnock, we organised a **Surprise Party** in her honour. Staff and students came dressed in something that reminded them of Miss V. The staff and students in each grade presented items to honour Miss V during their session throughout the day.

Happy, loud, funny, kind, charismatic, generous, encouraging, friendly, sporty and confident were the top 10 words given to describe Mr Cox. **We thanked Mr Cox** for an incredible 11 years of service and for the positivity and energy he brought to our College. He was instrumental in making SPCC Cessnock what it is today. We thanked Mr Cox for the role he played building our outstanding facilities and providing students with the best education. Mr

“In a year of physical distancing, we were still able to maintain connection. We were all in this together.”

Cox is an incredible leader and shaped the culture of who we are and what it means to be a St Philip's student and staff member. Her certainly left his mark on our College and created many lasting memories. We thanked him for his hard work and dedication.

Unprecedented times create unprecedented opportunities:

- Staff provided high quality resources and support during Continuous Learning.
- Teachers created videos and resources to maintain key elements of quality instruction whilst students were doing remote learning.
- Access to online platforms and resources including iLearn, SeeSaw, ClassDojo, EPIC Readers, Matific, Prime Maths Hub, Initialit Online, Fitzroy Readers.



- Online wellbeing resources — suggestions of how to deal with range of emotions, wellbeing books and COVID stories to assist children to understand the pandemic.
- Online enrolment interviews
- Online Parent Teacher interviews
- Emails of gratitude flooded in from families
- Quality family time — creative ideas, card games, cooking and camp fires

Continuous Learning Survey

We received valuable feedback and positive results from our Continuous Learning Survey. For example:

Rate the continuous learning experience from your perspective as a parent — Star Rating: 4.1/5

Rate the content of work provided by the teacher — Star Rating: 4.6/5

Rate the level of support provided by the teacher — Star Rating: 4.8/5

Rate the ease of completing continuous learning tasks — Star Rating: 4/5

2020 will certainly go down in the history books.

We are extremely thankful to our students, staff and families for working together. It was a steep learning journey and we all did our best to adapt to new challenges and a rapidly changing environment. In a year of physical distancing, we were still able to maintain connection due to the never-ending assistance and support from staff, students and families. We were 'all in this together', and unity and teamwork were clearly evident. We cannot thank our College community enough for their support during the year of change and uncertainty.

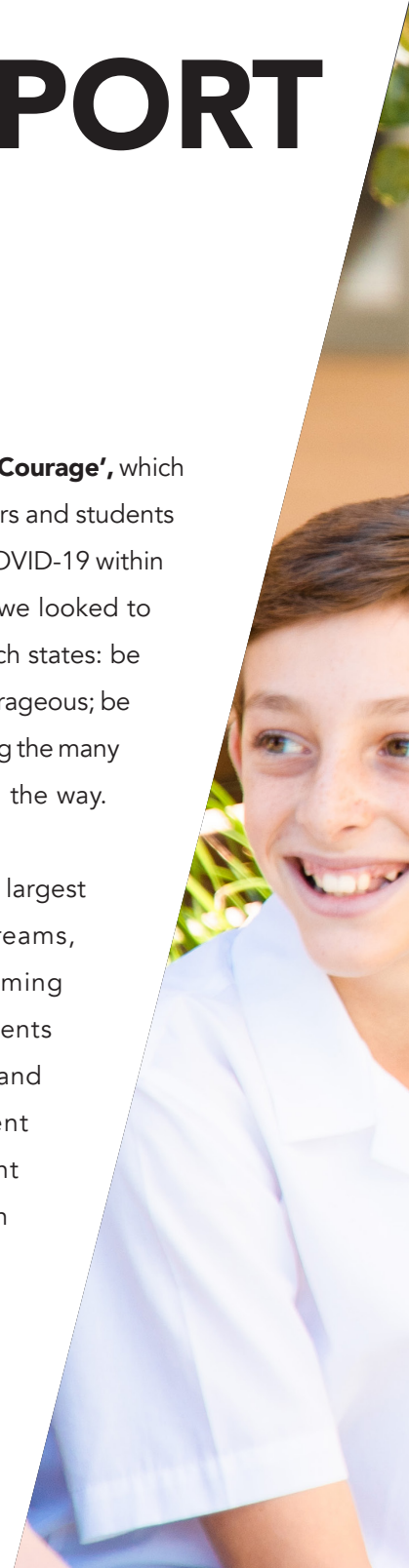
Margaret Pond

Acting Deputy Principal, Head of Junior School

MIDDLE SCHOOL REPORT

In 2020 the College embraced the theme of '**Courage**', which summed up what was required from teachers and students throughout the year due to the impact of COVID-19 within Middle School at Cessnock. As a College we looked to scriptures such as *1 Corinthians 16:13*, which states: be on your guard; stand firm in the faith; be courageous; be strong. In order to be encouraged and spurred on during the many opportunities and challenges that were faced along the way.

Over the first few weeks of 2020 we welcomed our largest ever Year 7 cohort to the College, with five streams, over 120 students. Annual events like the Swimming Carnival and Middle School Disglo provide students an opportunity to showcase their gifts, abilities and interests. In addition, these provide an excellent opportunity to continue to cultivate the student culture within Middle School, specifically in relation to the development of the College **Core Values of Building Community and Striving for Excellence.**







As we progressed through Term One the staff and students were **displaying courage** as we explored new teaching and learning programs such as Integrated Studies in Year 7 and 8. This new initiative provided students with a combined curriculum approach to learning through the integration of English, History, and Geography curriculum content. This was achieved within a framework of both student-centred and problem-based learning principles. Secondly, we continued to refine our elective options in Stage 3 classes, including student voice into the electives offered and increasing the suite of options for students.

However, towards the end of Term One, it became clear that the impact of the COVID-19 virus upon the world, our country and NSW would have a significant impact on the remainder of the school year, whilst also provided significant opportunities. These opportunities came in the form of developing a continuous model of learning to cater for students to access content remotely, through improved utilisation of the school's learning management system. We found that online learning was an

“We found that online learning was an innovative, positive experience for the majority of our students.”

innovative, positive experience for the majority of our students. So much so, that we have decided to implement trial Year 7 Mathematics classes where students were able upon their return to school, to continue to learn via an online mode of delivery with a teacher able to facilitate and assist. This class provided opportunities for students to excel through self-paced learning and build upon their existing capacity to take responsibility for their learning. **Not only did students learn more about Maths, they also learnt life-long skills such as responsibility, the ability to self-monitor and to self-motivate; skills that students require for tertiary study and the workforce in the 21st century.**

Finally, 2020 was a year to celebrate the versatility and professionalism of all the Middle School staff, as they adapted to the many challenges faced



throughout the year with courage and perseverance. Such amazing educators were exemplified by the achievement of Naomi Doherty the Stage 3 Leader who was successfully nominated for Australian Teacher of the Year (Primary) in the 2020 Educator's Annual Award. Naomi's open, questioning, thoughtful and reflective learning stance combined with her knowledgeable, caring and dedicated approach to curriculum development and support of all students, led her to achieve a top six result in these awards nationwide. **This rounded off a successful year at St Philip's Christian College in the Middle School, one in which opportunities for growth and development were grasped by both students and staff alike.**

Phil Gallagher

Head of Middle School



SENIOR SCHOOL REPORT



Senior School Report

***'Be on your guard; stand firm in the faith; be courageous; be strong'* 1 Corinthians 16:13**

2020 was a school year like no other for Senior School — presenting incredible challenges and opportunities. The theme of Courage proved to be an appropriate attribute to guide us in the decisions we made and the opportunities we took to push the boundaries of traditional learning.

Despite the challenges presented by the COVID crisis, enrolments remained strong again this year. With the student growth in Senior School we continue to look at the

range of pathways we can offer to students through Year 11 and 12.

This is done by:

- Consolidating our range of HSC subjects to span both academic and practical subjects — one important inclusion this year has been the establishment of our Agriculture Program through Stage 5 and 6, with over 170 students engaged in the first year
- Offering a range of VET Pathways that give students another qualification that compliments their HSC; and
- The planning for an alternative HSC pathway

that gives students the opportunity to gain extensive industry experience while completing an integrated HSC program. Currently we have 14 students enrolled to begin this pathway in 2021.

Despite the constraints that COVID-19 has placed on teachers engaging in external PD, teachers remained committed to developing their expertise through a range of online PD opportunities and, where practical, took up opportunities for HSC marking and onsite professional development.

With the COVID-19 pandemic shutting school down to varying degrees from late Term One

onward much of the extracurricular program that was planned for the year had to be adjusted or, in many cases, cancelled. This impacted the running of year-based camps, subject excursions, music and sporting events and College community events. However, with every crisis there are opportunities to explore and grow in ways that previously had not seemed possible, and in many cases implement improvements that have now become our new norm. These include:

- Use of iLearn and supporting tools — rapid staff upskilling and standardising the use of the Learning Management System (LMS) and associated tools such as ZOOM allowed the Senior School to deliver a strong learning program while dealing with a fluctuating amount of face-to-face delivery.
- Establishment of a blended approach to student learning in Stage 6 — this included face-to-face delivery, flipped learning through iLearn and provision of in-school independent learning where students could access direct teacher assistance

- Establishment of a non-class day for Stage 6 students
- Blended approach to student learning conferences where parents can choose to attend the College in person or ZOOM online for the conference

2020 was a year where we were forced to cancel many of the events that form the fabric of the culture here at St Philip's and while these events will be back in 2021, the extra time to commit to learning and school-based events allowed students to still engage in a robust and thorough school program.

Brendon Guest

Head of Senior School





CONTEXTUAL INFORMATION

Contextual Information About the School

St Philip's Christian College Cessnock commenced in 2005 as Kindergarten to Year 6, with 28 students and has now expanded to Prep to Year 12.

Our College is located on an expansive 103 acre site at Nulkaba, between the City of Cessnock and the popular Hunter Valley vineyards. This site will provide for over 1500 students — Prep to Year 12.

The mission of the College is to provide quality education in a caring, secure and challenging learning environment based on Christian beliefs, values and practice. The five Core Values of the College are:

- Christ First
- Serve One Another
- Strive for Excellence

- Do What is Right
- Build Community

The College seeks to acknowledge the potential and uniqueness of each student and aims to provide opportunities for all-round development — intellectual, social, cultural, moral, spiritual and physical.

“The College is passionate about the pursuit of excellence in all areas of College life.”

The College is passionate about the pursuit of excellence in all areas of College life, particularly academic achievement — including the latest advancements in technology, performing arts and sporting endeavours.

Our technology program utilise individual Macbooks in Years 5 to 12 and iPads for students in Kindergarten to Year 4 to support and extend their learning.

and extend their learning. Specialist Physical Education and Music teachers from Kindergarten to Year 12 ensure ongoing success and development of our Creative Arts and Physical Education learning programs. Extra-curricular activities include: a wide range of sporting activities (equestrian, basketball, hockey),

gala days, music groups, drama performances, academic competitions, camping activities, overseas study tours and a range of community activities.

We are facilitating a community approach to education through involving parents in the ongoing daily activities of the school and hosting a range of community-wide events. A unique feature of the College is its supportive



SENIOR SECONDARY INFORMATION

Senior Secondary Outcomes

2020 proved to be a year of significant change for schools across NSW with the advent of COVID-19 and the movement to online learning. Our campus responded rapidly and seamlessly to this change by implementing a system of flexible learning for students at home. Having identified elements of online learning that enhanced student learning, the College adopted a system of flexible learning on Fridays for students for the remainder of 2020. This provided opportunity for students in practical subjects to regain lost time in developing their major works.

The College has continued to develop pathways for all students at the College, including a rich variety of VET pathways, as well as more traditional HSC mainstream subjects. As a result, the College has continued to have strong

HSC and VET completion rates.

Vocational Education and Training & HSC Qualifications 2020

Percentage of Year 12 students undertaking VET courses: 59% (49 students)

Percentage of Year 12 students attaining a VET qualification: 59%

(49 students)

Percentage of Year 12 students attaining the HSC qualification: 98% (57 students)

Beyond these figures, students continue to perform well in the middle HSC bands, with some subjects such as Food Technology, Industrial Technology, CAFs and PDHPE achieving strong results. When looking at Bands 3-6, students achieved well above the

State average in most subjects.

The Record of School achievement is a cumulative credential from NESA for students in Years 10 and 11. The RoSA lists all mandatory and additional Stage 5 courses and, where applicable, Stage 6 courses completed by the student along with the grade awarded.

“The College has continued to develop pathways for all students.”

The RoSA also lists any course commenced but not completed. NESA issues the formal RoSA credential to students who satisfy the eligibility requirements when they leave school.

	Year	Total Students	School % Band 1-2	Band 1-2 State Comparison %	School % Band 3-6	Band 1-2 State Comparison
Ancient History	2012	2	50.00	23.76	50.00	76.20
	2013	6	0.00	16.16	100.00	83.84
	2016	4	0.00	17.00	100.00	83.00
	2017	6	33.00	20.00	67.00	80.00
	2018	8	0.00	15.08	100.00	84.92
	2019	2	0.00	15.00	100.00	85.00
	2020	8	0.00	15.61	100.00	84.39
Automotive Exam (Mechanical Tech)	2016	6	0.00	11.00	100.00	89.00
	2017	6	0.00	16.00	100.00	84.00
	2018	2	0.00	17.73	100.00	85.27
	2019	5	20.00	18.75	80.00	81.25
	2020	3	0.00	21.28	100.00	78.72
Biology	2012	3	33.33	10.10	66.66	89.87
	2013	2	0.00	8.10	100.00	91.90
	2014	7	0.00	13.82	100.00	85.75
	2015	21	28.57	15.73	71.43	84.27
	2016	17	18.00	9.00	82.00	91.00
	2017	10	30.00	12.00	70.00	88.00
	2018	21	14.49	10.22	85.51	89.88
	2019	13	7.69	15.37	92.31	84.63
	2020	25	4.00	13.06	96.00	86.94
Business Studies	2012	4	25.00	11.15	75.00	88.82
	2013	7	14.29	11.42	85.71	88.58
	2014	4	0.00	11.59	100.00	88.41
	2015	8	0.00	11.46	100.00	88.54
	2016	8	25.00	14.00	75.00	86.00
	2017	10	30.00	13.00	70.00	87.00
	2018	18	16.67	12.36	83.33	87.68

	Year	Total Students	School % Band 1-2	Band 1-2 State Comparison %	School % Band 3-6	Band 1-2 State Comparison
Business Studies	2019	12	8.33	16.19	91.67	83.81
	2020	12	25.00	17.00	75.00	83.00
Chemistry	2012	1	0.00	9.91	100.00	90.06
	2013	1	0.00	7.80	100.00	92.20
	2014	5	0.00	8.14	100.00	91.86
	2015	10	50.00	6.50	50.00	93.50
	2016	4	50.00	7.00	50.00	93.00
	2017	8	0.00	10.00	100.00	90.00
	2018	11	45.45	11.07	54.55	88.93
	2019	5	0.00	9.41	100.00	90.59
	2020	4	0.00	9.41	100.00	90.59
CAFS	2014	8	62.50	28.86	37.50	71.13
	2015	5	20.00	13.44	80.00	86.56
	2016	3	0.00	15.00	100.00	85.00
	2017	5	0.00	12.00	100.00	88.00
	2018	7	0.00	13.34	100.00	86.66
	2019	9	0.00	10.56	100.00	89.44
	2020	14	0.00	1.38	100.00	91.12
Construction Exam	2013	2	0.00	12.11	100.00	87.89
	2014	4	0.00	5.21	100.00	94.79
	2016	1	0.00	5.00	100.00	95.00
	2018	1	0.00	5.55	100.00	94.45
	2019	5	0.00	9.29	100.00	90.71
	2020	8	0.00	6.94	100.00	93.06
Dance	2016	6	0.00	5.00	100.00	95.00
Design and Technology	2017	5	0.00	5.07	100.00	94.93
	2019	7	0.00	4.69	100.00	95.31
	2020	9	0.00	2.12	100.00	97.88
Drama	2013	4	0.00	1.88	100.00	98.12

	Year	Total Students	School % Band 1-2	Band 1-2 State Comparison %	School % Band 3-6	Band 1-2 State Comparison
Drama	2015	4	0.00	1.85	100.00	98.15
	2016	2	0.00	2.00	100.00	98.00
	2017	4	0.00	2.00	100.00	98.00
	2018	9	0.00	2.30	100.00	97.70
	2019	3	0.00	1.74	100.00	98.26
	2020	5	0.00	2.02	100.00	97.98
Economics	2019	5	20.00	7.45	80.00	92.55
	2020	1	0.00	8.68	100.00	91.32
Electronechnology Exam	2017	1	0.00	7.52	100.00	92.48
	2018	2	50.00	11.76	50.00	88.24
	2019	2	50.00	16.74	50.00	83.26
	2020	1	0.00	4.48	100.00	95.52
Engineering Studies	2018	5	0.00	8.82	100.00	91.18
	2019	2	0.00	7.84	100.00	92.16
	2020	4	0.00	8.34	100.00	91.66
English (Advanced)	2012	6	33.33	0.84	66.66	99.13
	2013	6	16.67	1.51	83.33	98.49
	2014	7	14.29	0.84	85.71	99.16
	2015	13	15.38	0.87	84.62	99.13
	2016	6	0.00	1.00	100.00	99.00
	2017	5	0.00	1.00	100.00	99.00
	2018	16	0.00	1.40	100.00	98.60
	2019	15	0.00	1.05	100.00	98.95
	2020	22	4.55	0.59	95.45	99.41
English (Standard)	2012	6	0.00	21.54	100.00	78.44
	2013	13	53.85	20.96	46.15	79.04
	2014	12	25.00	14.26	75.00	85.74
	2015	21	28.57	15.33	71.43	84.67

	Year	Total Students	School % Band 1-2	Band 1-2 State Comparison %	School % Band 3-6	Band 1-2 State Comparison
English	2016	26	8.00	13.00	92.00	87.00
	2017	26	20.00	13.00	92.00	87.00
	2018	40	17.50	15.06	82.50	84.94
	2019	27	29.63	12.29	70.37	87.71
	2020	35	11.43	10.80	88.57	89.20
English Studies Exam	2019	1	100.00	64.45	0.00	35.55
English Ext 1	2013	4	0.00	11.54 (E1/E2)	100 (E3/E4)	88.46 (E3/4)
	2014	1	0 (E1/E2)	6.81 (E1/E2)	100 (E3/E4)	93.19
	2015	3	0.00 (E1)	0.22 (E1)	100 (E1/E2/E3)	99.78
	2016	2	0.00	0.00	100 (E2,E3,E4)	100.00
	2017	1	100.00	94.00	0.00	6.00
	2018	4	0.00	4.30 (E1/E2)	100 (E3/E4)	95.69 (E3/E4)
	2019	1	0.00	5.85 (E1/E2)	100 (E3/E4)	94.15 (E3/E4)
	2020	2	50.00 (E2)	7.32 (E1/E2)	50.00 (E3)	92.68 (E3/E4)
English Ext 2	2013	3	66.67 (E1/E2)	21.97 (E1/E2)	33.33 (E3/E4)	78.03 (E3/E4)
	2018	3	66.67 (E1/E2)	28.59 (E1/E2)	33.33 (E3/E4)	71.41 (E3/E4)
	2019	1	0.00	19.83 (E1/E2)	100 (E3/E4)	80.17 (E3/E4)
Entertainment Industry	2020	1	0.00	3.23	100.00	96.77
Food Technology	2012	3	0.00	9.19	100.00	90.80
	2013	4	25.00	20.94	75.00	79.06
	2014	3	33.33	19.93	66.37	80.07
	2015	5	20.00	20.91	80.00	79.09
	2016	10	0.00	18.00	100.00	82.00
	2017	5	40.00	18.00	60.00	82.00
	2018	7	14.20	13.81	85.71	86.19
	2019	3	0.00	9.65	100.00	90.35
	2020	7	0.00	15.70	100.00	84.30
French Beginners	2015	1	0.00	12.67	100.00	87.33
	2018	1	0.00	13.98	100.00	86.02

	Year	Total Students	School % Band 1-2	Band 1-2 State Comparison %	School % Band 3-6	Band 1-2 State Comparison
Geography	2013	4	25.00	16.12	75.00	83.88
	2014	2	0.00	14.94	100.00	85.06
Hospitality (Kitchen Op) Exams	2019	6	16.67	10.38	83.33	89.62
Hospitality (Food and Bev) Exam	2020	7	0.00	8.64	100.00	91.36
IPT	2015	7	28.57	14.70	71.43	85.30
Information Technology	2018	8	12.50	23.44	87.50	76.56
	2019	10	30.00	20.15	70.00	79.85
	2020	9	0.00	19.21	100.00	80.79
Investigating Science	2019	10	30.00	20.90	70.00	79.10
	2020	60	0.00	16.07	100.00	83.93
Japanese Beginners	2020	1	100.00	19.69	0.00	80.31
Legal Studies	2015	6	16.67	10.07	83.33	89.93
	2016	4	0.00	11.00	100.00	89.00
	2017	12	10.00	8.00	90.00	92.00
	2018	11	27.27	14.22	72.72	85.78
	2019	5	20.00	15.75	80.00	84.25
	2020	6	0.00	10.75	100.00	89.25
Mathematics (General)	2012	6	16.66	19.69	83.32	80.28
	2013	14	50.00	23.70	50.00	76.30
	2014	10	40.00	23.59	60.00	76.41
	2015	22	45.45	25.09	54.55	74.91
	2017	20	40.00	25.00	60.00	75.00
Mathematics (General 2)	2016	20	35.00	24.00	65.00	76.00
	2018	24	16.66	20.14	83.34	79.86
Mathematics (Standard 1)	2020	6	16.67	17.99	83.33	82.01

	Year	Total Students	School % Band 1-2	Band 1-2 State Comparison %	School % Band 3-6	Band 1-2 State Comparison
Mathematics (Standard 2)	2019	24	16.67	16.39	83.33	83.61
	2020	28	25.00	24.45	75.00	75.55
Mathematics	2012	4	0.00	9.20	100.00	90.77
	2013	4	25.00	7.32	75.00	92.68
	2014	4	0.00	8.45	100.00	91.55
	2015	8	12.50	9.54	87.50	90.46
	2016	6	17.00	8.00	83.00	92.00
	2017	7	29.00	12.00	71.00	88.00
	2018	16	28.75	7.44	71.25	92.56
	2019	11	27.27	7.59	72.73	92.41
Mathematics Advanced	2020	18	22.22	4.19	66.67	95.81
Mathematics Ext 1	2013	1	100 (E1/E2)	16.29 (E1/E2)	0 (E3/E4)	83.71 (E3/E4)
	2014	2	0 (E1/E2)	15.39 (E1/E2)	100 (E3/E4)	84.61
	2015	1	0.00 (E1)	1.74 (E1)	100.00 (E2/E3/ E4)	98.26
	2016	2	50 (E1)	3.00	50 (E2,E3,E4)	97.00
	2017	2	50.00	80.00	0.00	20.00
	2018	6	50 (E1/E2)	20.15 (E1/E2)	50 (E3/E4)	79.86 (E3/E4)
	2019	3	100 (E1/E2)	19.74 (E1/E2)	0 (E3/E4)	80.26 (E3/E4)
	2020	7	100 (E1/E2)	25.50 (E1/E2)	0 (E3/E4)	74.50 (E3/E4)
Mathematics Ext 2	2018	1	100 (E1/E2)	14.44 (E1/E2)	0 (E3/E4)	85.56 (E3/E4)
Modern History	2012	1	0.00	10.13	100.00	89.84
	2014	2	0.00	9.93	100.00	90.07
	2015	5	20.00	9.79	80.00	
	2016	6	0.00	13.00	100.00	87.00
	2017	4	25.00	14.00	75.00	86.00
	2018	7	14.29	14.76	85.71	85.24
	2019	8	0.00	13.58	100.00	86.42

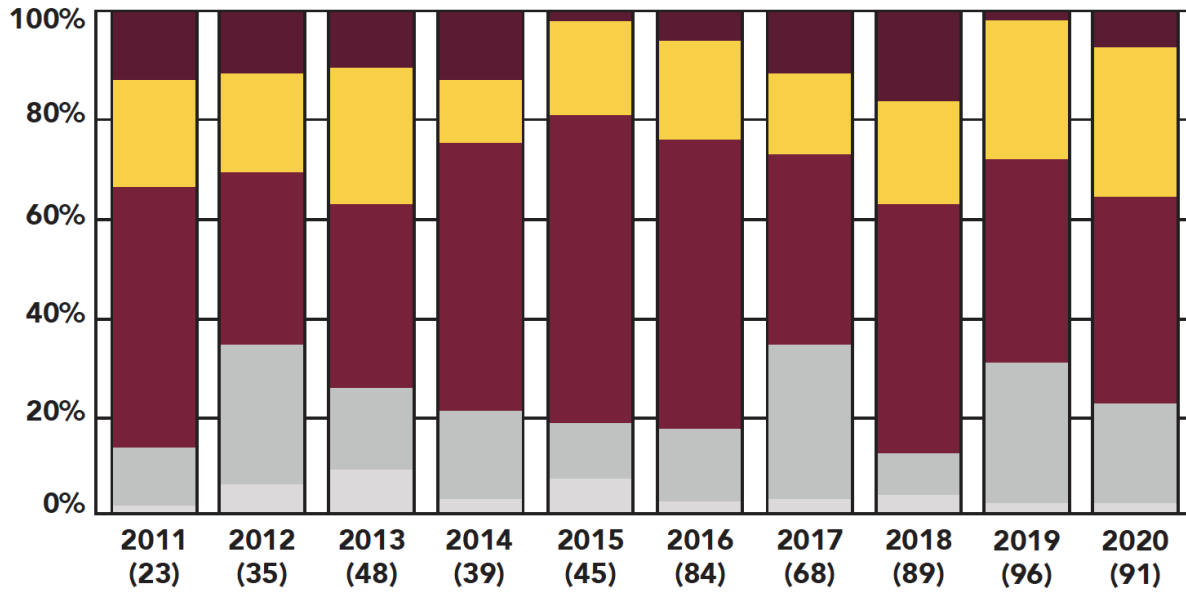
	Year	Total Students	School % Band 1-2	Band 1-2 State Comparison %	School % Band 3-6	Band 1-2 State Comparison
Music 1	2012	5	0.00	1.87	100.00	98.11
	2013	5	0.00	2.10	100.00	97.90
	2014	6	0.00	2.40	100.00	97.60
	2015	4	0.00	1.95	100.00	98.05
	2016	4	0.00	2.00	100.00	98.00
	2017	3	0.00	2.00	100.00	98.00
	2018	4	0.00	1.57	100.00	98.43
	2019	1	0.00	1.75	100.00	98.25
	2020	2	0.00	1.78	100.00	98.22
PDHPE	2012	0	0.00	10.10	100.00	89.84
	2013	7	42.86	17.10	57.14	82.90
	2014	3	0.00	11.12	100.00	88.88
	2015	4	0.00	8.99	100.00	91.01
	2016	11	18.00	17.00	82.00	83.00
	2017	8	0.00	19.00	100.00	81.00
	2018	19	10.53	13.60	89.47	86.40
	2019	11	0.00	11.53	100.00	88.47
	2020	18.	16.67	14.40	83.33	85.60
Physics	2012	4	0.00	9.12	100.00	90.86
	2013	4	75.00	10.92	25.00	89.08
	2014	2	0.00	8.84	100.00	91.16
	2015	6	16.67	10.19	83.33	89.81
	2016	6	33.00	13.00	67.00	87.00
	2017	6	0.00	13.00	100.00	87.00
	2018	15	35.33	21.26	66.67	78.74
	2019	4	0.00	14.28	100.00	85.72
	2020	3	0.00	13.94	100.00	86.06
Society and Culture	2017	1	0.00	6.59	100.00	93.14

	Year	Total Students	School % Band 1-2	Band 1-2 State Comparison %	School % Band 3-6	Band 1-2 State Comparison
Society and Culture	2018	8	0.00	6.86	100.00	93.14
	2019	2	50.00	6.16	50.00	93.84
	2020	4	0.00	5.85	100.00	94.15
Software Design and Development	2016	6	17.00	7.00	83.00	93.00
	2017	3	33.00	11.00	66.00	89.00
Studies of Religion 1	2014	8	12.50	5.93	100.00	94.07
	2015	1	27.27	4.40	72.73	95.60
	2016	10	10.00	6.00	90.00	94.00
	2017	NA	NA	4.00	NA	96.00
Studies of Religion 2	2015	3	100.00	10.05	0.00	89.95
	2016	2	0.00	10.00	100.00	90.00
	2017	NA	NA	2.00	NA	92.00
	2020	1	0.00	7.92	100.00	92.17
Tourism, Travel and Events Exam	2018	9	0.00	1.34	100.00	98.66
	2019	8	0.00	3.19	100.00	96.81
	2020	5	0.00	0.62	100.00	99.38
Visual Arts	2013	4	0.00	1.36	100.00	98.64
	2014	2	0.00	2.54	100.00	97.46
	2015	6	0.00	1.71	100.00	98.29
	2016	6	0.00	3.00	100.00	93.00
	2017	3	0.00	1.00	100.00	99.00
	2018	3	0.00	0.59	100.00	99.41
	2019	8	0.00	2.04	100.00	97.96
	2020	12	8.33	1.79	91.67	98.21

Grade History

English

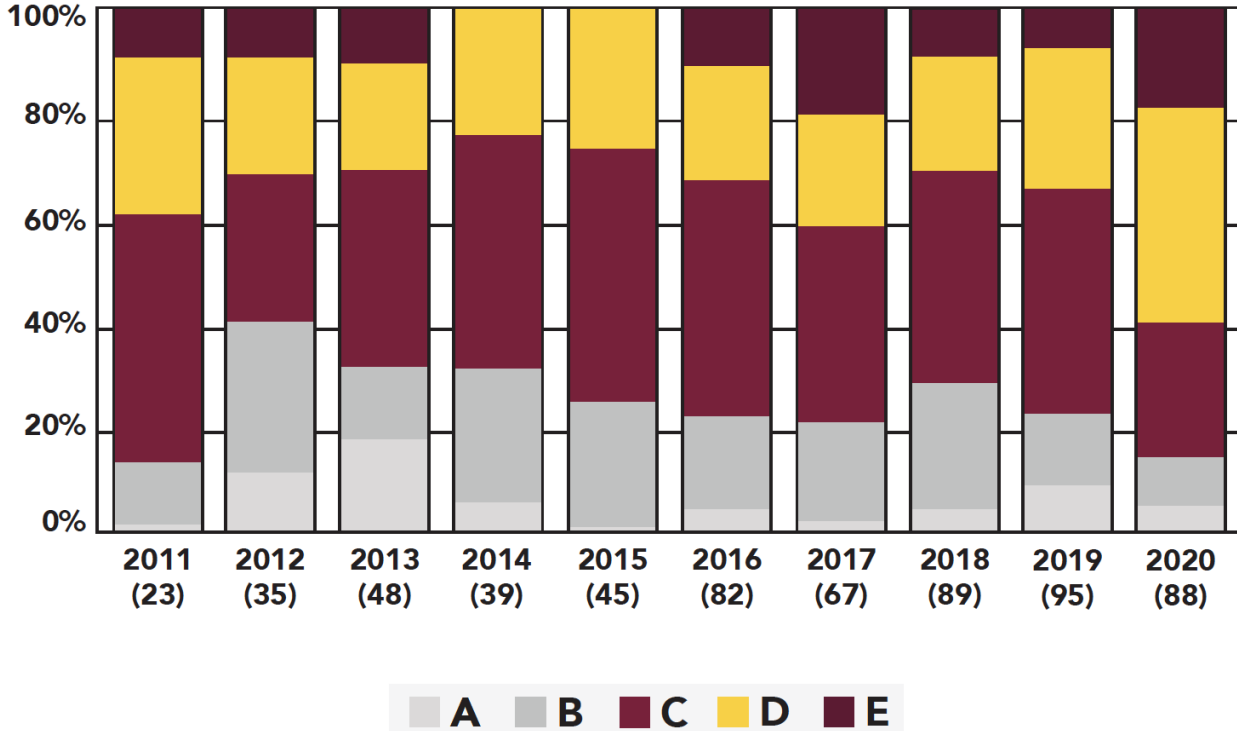
Grade History



Data Sets	A	B	C	D	E
2011	13.04	21.73	52.17	13.04	
2012	11.42	20	34.28	28.57	5.71
2013	10.41	27.08	37.5	16.66	8.33
2014	12.82	12.82	53.84	17.84	2.56
2015		20	62.22	11.11	6.66
2016	4.76	20.23	58.33	14.28	2.38
2017	11.76	16.17	38.23	30.88	2.94
2018	16.85	21.34	49.43	8.98	3.37
2019	1.04	28.12	40.62	28.12	2.08
2020	5.49	30.76	41.75	19.78	2.19

Geography

Grade History

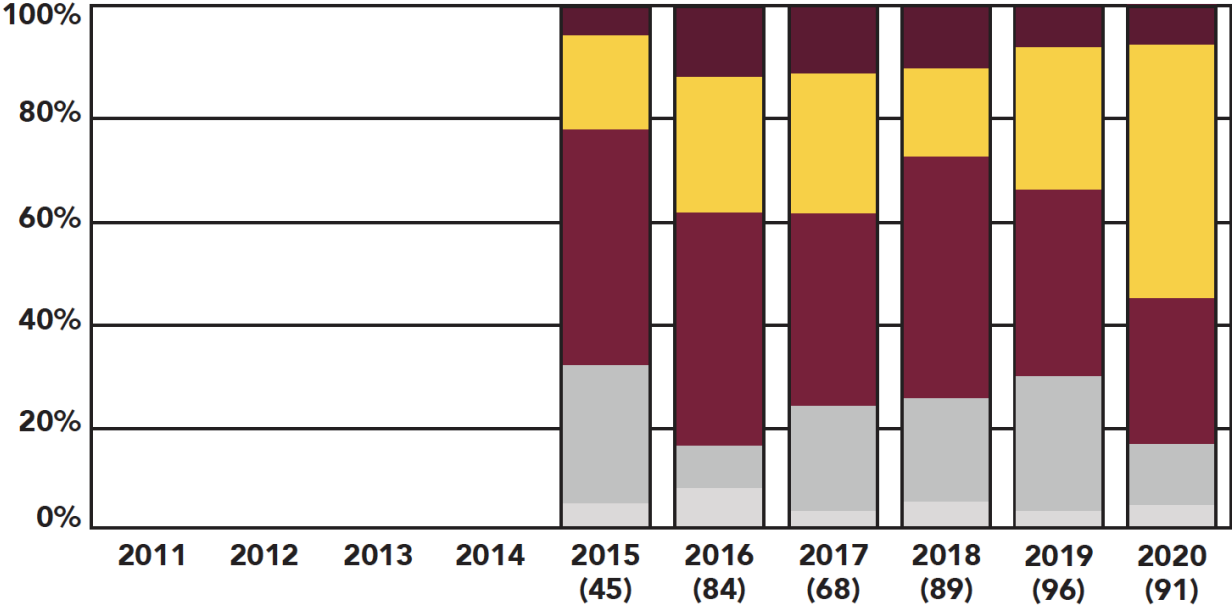


Data Sets	A	B	C	D	E
2011	8.69	30.43	47.82	13.04	
2012	8.57	22.85	28.57	28.57	11.42
2013	10.41	20.83	37.5	14.58	16.66
2014		23.07	46.15	25.64	5.12
2015		26.66	48.88	24.44	
2016	10.97	21.95	45.12	18.29	3.65
2017	19.4	22.38	37.31	19.4	1.49
2018	8.98	22.47	40.44	24.71	3.37
2019	7.36	27.36	43.15	14.73	7.36
2020	19.31	40.9	26.13	10.22	3.4

Grade History

History

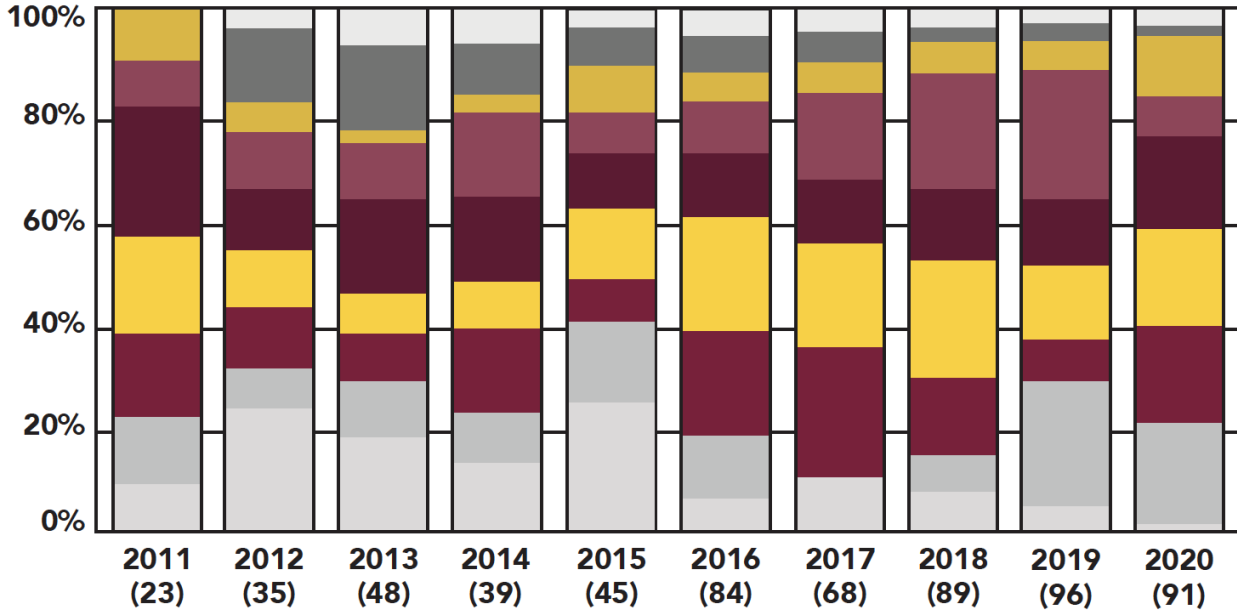
Grade History



Data Sets	A	B	C	D	E
2011					
2012					
2013					
2014					
2015	2.22	17.77	48.88	26.66	4.44
2016	11.9	27.38	45.23	8.33	7.14
2017	11.76	27.94	36.76	20.58	2.94
2018	10.11	17.97	47.19	20.22	4.49
2019	6.25	28.12	35.41	27.08	3.12
2020	6.59	49.45	28.57	12.08	3.29

Mathematics

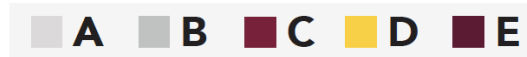
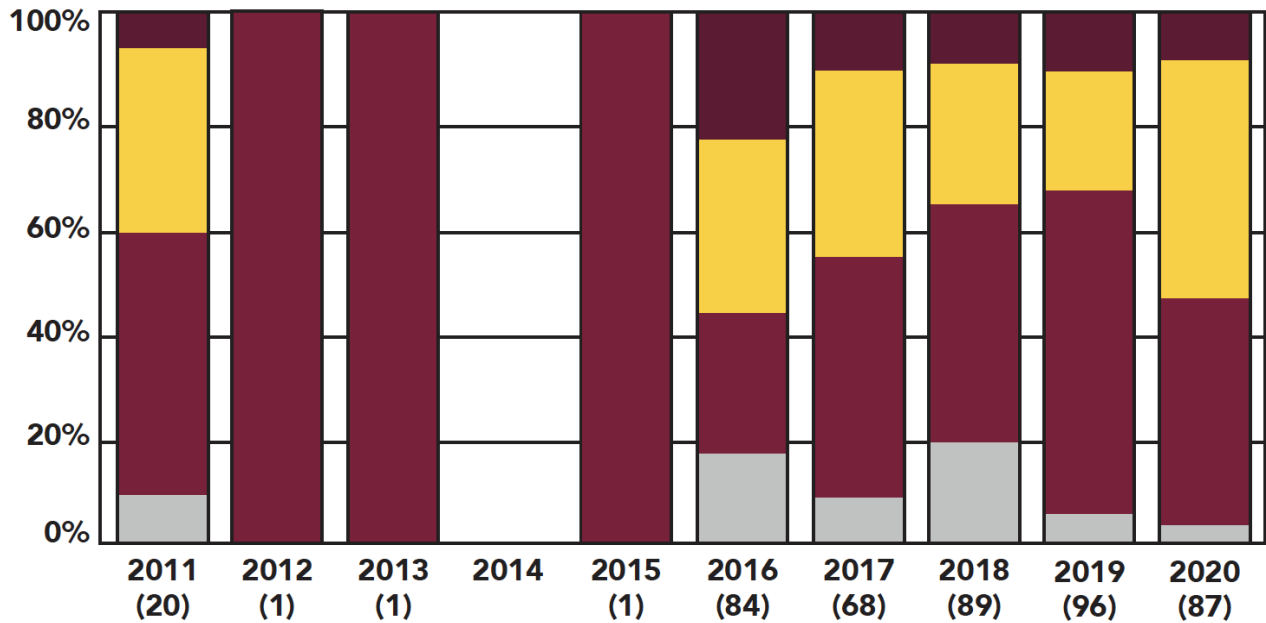
Grade History



Data Sets	A10	A9	B8	B7	C6	C5	D4	D3	E2
2011			8.69	8.69	26.08	17.39	17.39	13.04	8.69
2012	2.85	14.28	5.71	11.42	11.42	11.42	11.42	8.57	22.85
2013	6.25	16.66	2.08	10.41	18.75	8.33	8.33	10.41	18.75
2014	5.12	10.25	2.56	17.94	15.38	10.25	15.38	10.25	12.82
2015	2.22	6.66	8.88	8.88	11.11	13.33	6.66	17.77	24.44
2016	3.57	7.14	5.95	10.71	11.9	22.61	22.61	9.52	5.95
2017	2.94	5.88	5.88	17.64	11.76	20.58	25	5.88	4.41
2018	2.24	3.37	6.74	21.34	14.6	22.47	14.6	7.86	6.74
2019	2.08	3.12	5.2	26.04	12.5	13.54	8.33	25	4.16
2020	1.09	2.19	13.18	7.69	17.58	18.68	18.68	19.78	1.09

Grade History

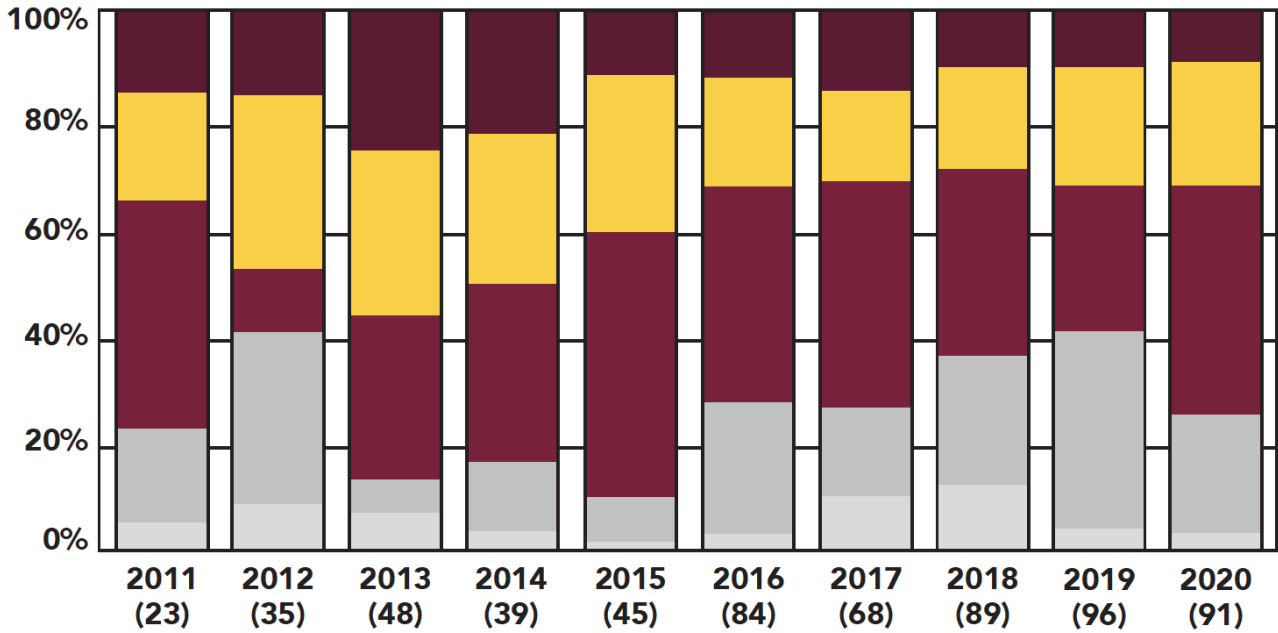
PDHPE Grade History



Data Sets	A	B	C	D	E
2011	5	35	50	10	
2012			100		
2013			100		
2014					
2015			100		
2016	21.42	34.52	27.38	16.66	
2017	8.82	35.29	47.05	8.82	
2018	6.74	28.08	46.06	19.1	
2019	9.37	22.91	61.45	6.25	
2020	5.74	47.12	43.67	3.44	

Science

Grade History



Data Sets	A	B	C	D	E
2011	13.04	21.73	43.47	17.39	4.34
2012	14.28	34.28	11.42	31.42	8.57
2013	25	31.25	31.25	6.25	6.25
2014	23.07	28.2	33.33	12.82	2.56
2015	11.11	31.11	48.88	8.88	
2016	10.71	21.42	40.47	25	2.38
2017	14.7	16.17	42.64	17.64	8.82
2018	8.98	19.1	35.95	25.84	10.11
2019	9.37	23.95	26.04	37.5	3.12
2020	8.79	23.07	42.85	23.07	2.19

TEACHER & PROFESSIONAL

This year all new staff undertook the Gallup Strengths assessment to identify how they operate effectively in their approach to work. This involved utilizing an external consultant to provide individual conversations with every staff member about how they can positively maximize their strengths in their roles and responsibilities. In the following pages, there is a list of professional learning undertaken for the year. Many of these professional undertakings were performed via Zoom or a range of different online platforms/hosts.

QUALIFICATIONS LEARNING



Date	Professional Development	Staff Member
6/01/2020	NAFT French Teacher Immersion Course	Robyn Reid
22/01/2020	Big Day Out Staff Conference	All Staff
23/01/2020	CPR Annual Refresher Training	All Staff
24/01/2020	Chemistry Teachers Lecture Day	Karen Gouws
29/01/2020	Food Safety Supervisor Course	Gerda Kleynhans
3/02/2020	Strengths and Consultations & Workshop	New Staff
4/02/2020	VitalSmarts Leadership Training Refresher	Darren Cox
18/02/2020	Crucial Conversations Training Kit	CLT
21/02/2020	Hooked on Society and Culture Event	Ben Archer
21/02/2020	SPCC CAPA Collaboration Day	Alysia Neirinckx
22/02/2020	Hunter/Central Coast Language Teachers' Conference	Robyn Reid
25/02/2020	Supporting Transition & Executive Pathways PD	Darren Cox
26/02/2020	Yr 7-10 PDHPE Conference	Corey Rowntree
6/03/2020	Captivate Year 10 Food Technology	Pepe Latu
11/03/2020	IMPACT Cycle Course	Robyn Reid & Victoria Waights
13/03/2020	Hey Warrior! Workshop	Belinda Shields
13/03/2020	Cognitive Behaviour Therapy Certificate	Wellbeing Team
18/03/2020	VET Teacher Training Program — Business Services	Ben Archer
20/03/2020	Behaviour Management for Beginning Teachers	Naomi Hall and Joseph Stevens
20/03/2020	Diploma of Chaplaincy	Isabel Chopping
26/03/2020	TAFE Career Advisor Day	Doug Hughes
31/03/2020	Reserve Bank Topical Talk — Demographics, Consumption and Income	Tony Harrison
3/04/2020	Hospitality Network Day	Jessica Holiga
6/04/2020	Certificate IV in IT (Support)	James Zambra and Isaiah Griffin
6/04/2020	PD4Maths Stage 6 Standard Workshops	Neil Bustos and Ange Neale

Date	Professional Development	Staff Member
7/04/2020	HRIS Primary Heads PD — Trauma-Informed Teaching	Barbara Cowley and Belinda Shields
17/04/2020	Emergency/Warden Training	All Staff
23/04/2020	Professional Learning Event — Carnet da Vacances	Robyn Reid
8/05/2020	MANTLE Library Conference	Jason Matheson and Kayla Nesbitt
13/05/2020	Fleming Education Consultancy PD (Zoom)	MS/SS Leadership
21/05/2020	Executive Mentoring and Leadership Development	Darren Cox
10/06/2020	Geography 2020 HSC Preparation Lectures	Peter Reid
10/06/2020	Executive Mentoring and Coaching Services	Darren Cox
18/06/2020	Careers Advisors Association Industry Update Day	Doug Hughes
19/06/2020	Careers Advisors Association Tertiary Update Day	Doug Hughes
26/06/2020	Get Your Teach On K/1 Virtual Experience	Lisa Schillert
28/06/2020	Flagship PD	Margaret Pond
3/07/2020	VET in Schools Forum	Jessica Holiga
13/07/2020	Leadership Consultation and Mentoring	Darren Cox
28/07/2020	Webinar Series — Advanced Explicit Direct Instruction (LNAP)	Margaret Pond
30/07/2020	Applied Suicide Intervention Skills Training (ASSIST)	Isabel Chopping, Meg Clayton, Matt Connett
21/08/2020	AIS Online Course — Professional Support for Experienced Teachers	Paul Ivey
28/08/2020	Legal Studies Association Yr 12 Info Night	Jessica Holiga
31/08/2020	FFA/AFC C-Licence Coaching Course	Paul Ivey
11/09/2020	Warden Refresher and Fire Extinguisher Training	Wardens
15/09/2020	Aligning Pedagogy with School Learning Space Design Event	Darren Cox
21/09/2020	Nurturing Creativity Online Conference	Rebekah Johnson
12/10/2020	Inbound Conference	Ellie Rolfe

Date	Professional Development	Staff Member
16/10/2020	Velg Webinar — The Future of RTO Auditing	Jessica Holiga
17/10/2020	Ron Ritchart Webinar Series — Visible Thinking Strategies	Ange Neale and Jessica Holiga
19/10/2020	English Teachers Association PD — Introducing the Common Module: Texts and Human Experiences	Georgia Bellchambers
20/10/2020	Economics and Business Educators PD	Tony Harrison
20/10/2020	Marketing Bootcamp Online Course	Ellie Rolfe
22/10/2020	Velg Webinar — Unpacking Remote/Online Assessment Options	Jessica Holiga
27/10/2020	How Students Learn Online Event	Joe Stevens
3/11/2020	TASS Update — Extra Curricular and Sports	Renee Balcombe
12/11/2020	Collaborative Expertise Online Event	Ange Neale
13/11/2020	Building and Developing Assessment Capable Visible Learners Online Event	Isabella Stratford
16/11/2020	AIS Course —Becoming Accredited at Experienced Teacher Through the Standards-Based Path	Paul Ivey
18/11/2020	Flagship PD	Margaret Pond
24/11/2020	Visible Learning for Mathematics Online Event	Isabella Stratford
25/11/2020	VET Quality Framework and Standards	Jessica Holiga
27/11/2020	Biology, Earth and Environment, Investigating Science (BEEINS) Conference	Naomi Hall
29/11/2020	University of New England Teacher PD	Laura Main
30/11/2020	Evaluating, Critiquing and Reviewing Film Online Course	Alysia Neirinckx



SPCC DIGITAL CONFERENCE

Day 1: *Moving Forward with Continuous Learning*



8:30 AM to 10:00 AM

K-12: Personal Prep Time
FTL and Core Team: Continuous Learning

10:00 AM to 11:30 AM

K-4: Personal Prep Time
JS/Stage Leaders Meeting
5-12: PC and Year Leaders Meeting

11:30 AM

Break

12:00 PM

Whole Staff: Worship with JPR and Devotions with DCO

12:30 PM

K-4: Lunch Curriculum Meeting
5-12: Lunch with Faculty and Teams

1:00 PM

K-4: Survey Feedback Meeting
5-12: MCO and PIV Present Data from Week 10

1:30 PM

K-4: Moving Forward with Continuous Learning
5-12: Break Out Rooms — Discuss Feedback with Faculties

2:00 PM

K-4: Break Out Rooms — Grade Discussions
5-12: Break Out Rooms — Discuss Feedback within PC Groups

2:30 PM

K-12: Developing Online Learning Programs

School Staff 2020	
Teaching Staff	92
Fulltime Equivalent Teaching Staff	87.5
Non-Teaching Staff	50
Fulltime Equivalent Non-Teaching Staff	41.6

Category	
Teachers who have teaching qualifications from a higher education institution within Australia or one recognised within the National Office of Overseas Skills Recognition (NOOSR)	91
Teachers who have qualifications as a graduate from a higher education institute within Australia or one recognised with NOOSR but lack formal teacher education qualifications	0
Teachers who do not have qualifications as described above but have relevant successful experience or appropriate knowledge relevant to the teaching context	1

Student Attendance, Retention Rates and Post-School Destinations in Secondary School

Regular attendance is often seen as an important factor in school success. Students who are chronic non-attendees receive fewer hours of instruction; they often leave education early and are more likely to become long-term unemployed, homeless, caught in the poverty trap, dependent on welfare and involved in the justice system.

High rates of student absenteeism are believed to affect regular attendance as well because teachers must accommodate non-attendees in the same class. It has been suggested that chronic absenteeism is not a cause of academic failure and departure from formal education, but rather one of many symptoms of alienation from school.

Chronic absenteeism, truancy

and academic failure may be evidence of a dysfunctional relationship between student and school, suggesting that schools need to be more student-centred and supportive of students with different needs. This argument is supported by research that highlights significant links between student background factors, poor attendance, and

absence exists (30 days out of 100) and meets with the parents and student to formulate an attendance plan or health plan.

“Regular attendance is often seen as an important factor in school success.”

early school leaving.

The College Attendance Policy is enforced, requiring follow up of parents to provide explanations for absences. Issues related to non-attendance are actively managed by student reception offices, including regular reports to Heads of School. Pastoral Care teachers are responsible for liaising directly with parents in the instances of regular absences.

The Principal is notified if chronic

Student Attendance Report 2020 — Cessnock Campus

Year	Enrolment	Absence	Full Days	Attendance	Attendance %
0	77	1087	14245	13158	92.37
1	70	965	12950	11985	92.55
2	90	1162	16650	15488	93.02
3	88	1225	16280	15055	92.48
4	73	1093	13505	12412	91.91
5	79	977	14615	13638	93.32
6	100	1776	18500	16724	90.4
7	109	1603	20165	18562	92.05
8	111	1995	20535	18540	90.28
9	116	2190	21460	19270	89.79
10	101	1705	18685	16980	90.88
11	90	1411	16650	15239	91.53
12	72	594	13320	12726	95.54
Total:	1184	17891	219040	201149	91.83

Retention of Year 10 to Year 12

The retention rate of students who completed Year 10 in 2018 (62 students) and continued on in the College to complete Year 12 in 2020 (57 students) was 92%.

Reporting Year	Retention Rate (Year 11 and 12)
2017	75%
2018	76%
2019	81%

Post-School Destinations

Post-School Destinations	
University	30
Workforce or Seeking Employment	13
TAFE	3
Other	11

Characteristics of Student Body

Students 2020	
Total Enrolments K-12	1072
Girls	532
Boys	540
Full Time Equivalent Enrolments	1072
Indigenous Students	8%
Language Background other than English	2.6%

Indigenous is 86 students out of 1072

ESL/LOTE is 28 of 1072

Enrolment Policy

1. General Statement

St Philip's Christian College Cessnock is a Christian, coeducational, independent, P-12 college. The College is located in the suburb of Nulkaba and is in close proximity to Cessnock.

Mission Statement

St Philip's Christian College will continue to provide quality education in a caring, secure and challenging learning environment based on Christian beliefs and practice.

This policy provides the guidelines for enrolment into St Philip's Christian College Cessnock. Our enrolment policy and its implementation will control to a large degree the kind of college we have. This is most evident through the formation of a Christian 'culture', with its associated ethos, leadership and atmosphere. An effective enrolment policy is required to ensure that these desired outcomes, as expressed in the Mission Statement are maintained.

This document is to be read in conjunction with the College's Enrolment Guidelines and Procedures.

2. Aim

2.1 To enrol students from families who desire a Christian Education for their children and who support the ethos of the College.

2.2 To establish the direction for College procedures and practices for enrolling students into St Philip's Christian College.

2.3 To cater for the individual needs of each student equitably within the constraints of the available resources.

3. Objectives — Policy Statement

To outline the areas of delegation, responsibilities and conditions for enrolment at St Philip's Christian College Cessnock.

4. Audience and Applicability

All staff, students and parents and prospective students of St Philip's Christian College Cessnock

5. Principles and Procedures

5.1 Discrimination on the basis of race, colour or national or ethnic origin is prohibited.

5.2 Students with disabilities will be treated fairly and reasonably as mandated in the Disabilities Standards for Education Act (2005). This guideline involves the processing and treatment of the enrolment application for students with disabilities on the same basis (an equal playing field) as all other enrolment applications. Students with emotional, behavioural and/or academic problems that would be beyond the established resources of the College to accommodate (and therefore constitute 'unjustifiable hardship' on the College) may not be enrolled.

5.3 The College Fees and Charges Schedule and Collection Guidelines will be explained and assessed at the time of the parent interview. Parents are asked to make a declaration to pay tuition fees and other charges as they fall due. This is a condition of continued enrolment for their student.

5.4 The College desires to support and involve families in the College community, therefore siblings of students already enrolled are given preference.

5.5 Students progress automatically from the Junior School into Middle School and on to Senior School, unless an individual case warrants a review. When enrolling into Prep, preference will be given to students intending to progress into Kindergarten at St Philip's Christian College Cessnock.



into Kindergarten at St Philip's Christian College Cessnock. Students from the Prep Program (Narnia) at Cessnock are given preference in Kindergarten.

5.6 Enrolments are processed in the follow priority

order:

- All other applications from any prospective student in order of receipt and not previously mentioned.

5.8 Any concerns or complaints in relation to the enrolment process and enrolment decisions need to be directed in the first instance to the Deputy Principal. In the event that a further determination is required, appeal processes are available through the Principal and then the Board of Governors.

6. Responsibilities and Delegations

6.1 Board of Governors

6.1.1 The Board of Governors holds the ultimate responsibility for determining enrolment policy.

6.1.2 Make a decision re enrolment in the event the appeal process is required.

6.2 Principal

6.2.1 The Principal is responsible for ensuring that policies and procedures relating to enrolment are in place.

6.2.2 The Principal oversees and approves the selection and enrolment of all students.

6.2.3 The Principal delegates the interview process to the Heads of School and Deputy Principal

6.2.4 The Principal approves and extends all offers of enrolment

6.2.5 The Principal makes a decision regarding enrolment in the event the appeal process is required

6.3 Deputy Principal

6.3.1 As the Principals delegate, the Heads of School and Deputy Principal interview prospective students to the College, making recommendations regarding enrolment of students to the Principal.

6.3.2 Before making a final determination on a student's enrolment, the Heads of School and Deputy Principal seeks input from appropriate staff and/or specialists regarding the applicants educational needs.

6.4 College Leadership Team

6.4.1 Assist the Deputy Principal in the enrolment process by interviewing for new students throughout the year, facilitating the enrolment process for siblings of existing students and conducting interviews for Year 7 and Kindergarten enrolment periods.

6.4.2 Provide advice to the Deputy Principal regarding the class make up and educational needs of relevant classes/ students/staff and prospective enrolments.

6.4.3 All new enrolments, except during set enrolment periods (ie. Year 7 and Kindergarten) are approved by the Principal

6.4.4 Pass on new student information to relevant teachers

6.5 Director of Learning Support/Specialist Staff

6.5.1 Assist the Heads of School and Deputy Principal in the enrolment process by reviewing and assessing the educational needs of prospective students as required.

6.5.2 Provide advice to the Heads of School and Deputy

Principal regarding class make up and educational needs of relevant classes/students/staff and prospective enrolments.

6.6 Registrar

6.6.1 Completes all necessary paperwork and arranges interviews relating to enrolments

6.6.2 Maintains accurate waiting lists and enrolment files and databases.

6.6.3 Liaises with Deputy Principal, Heads of School and parents regarding enrolments

6.6.4 Communicates with all Administrative staff enrolment information prior to commencement.

6.7 Parents

6.7.1 Provide all necessary information on the enrolment form and in the initial interview regarding the child's educational needs

6.7.2 Make available any specialist information and academic records/history regarding the child's educational needs

6.7.3 Ensure all information listed on the enrolment form/medical form is true and correct.

6.7.4 Accept/decline offer of enrolment within 30 days of offer being sent.

6.7.5 Ensure all tuition fees and other charges are paid as they fall due.

6.8 Students

6.8.1 Cooperate with the College's enrolment process
6.8.2 After enrolment, continue to meet conditions of enrolment as outlined in the Student Planner and by following College policies and procedures.

7. Monitoring Evaluation and Reporting Requirements

This policy will be evaluated and reviewed every three years or as needed.

Other School Policies

A Safe and Supportive Environment Student Welfare Framework 2017

Rationale

The NESA Registered and Accredited Individual Non-Government Schools (NSW) Manual requires that a non-government school provide a safe and supportive environment by having in place policies and procedures that provide for student welfare. St Philip's Christian College Cessnock is committed to meeting this requirement.

This Policy Framework summarises the various types of policies that are in operation at the College that address this need for a safe and supportive environment.

St Philip's Christian College Mission Statement declares: 'St Philip's Christian College will continue to provide quality education in a caring, secure and challenging learning environment; based on Christian beliefs, values and practice'.

This Framework and the documents that compliment it are vital to the creation of a 'safe and supportive environment' and providing a 'caring, secure and challenging learning environment'.

Safe

'A safe environment for students is one where the risk of harm is minimized and students feel secure. Harm relates not only to dangers in the built environment, involving such matters as architecture and construction, lighting, space, facilities and safety plans, but also refers to violence, physical threats, verbal abuse, threatening gestures, sexual harassment and racial vilification'.

RANGS (NSW) BOS

St Philip's Christian College Cessnock implements measures

designed to promote the safety and wellbeing of all its students.

For further details on how we address the area of a 'Safe Environment' please refer to the following College documents:

- Accident/Incident Reporting Policy
- Anti-Bullying and Harassment Policy
- Attendance Policy
- Child Protection Policy
- Code of Conduct (Staff)
- Contractors Policy
- Critical Incident Policy
- Evacuation/Emergency Policy and Procedures
- Excursion Policy
- Managing Student Behaviour
- Premises and Buildings Policy
- Security Policy
- Student Health and Medication Policy
- Supervision Policy
- Tutor and External Providers Policy
- Volunteers Policy
- Work Health and Safety Policy
- Working with Children Check Documents

For the College's International Students program there are other policies and documents that are specifically relevant to the safety and wellbeing of these overseas students.

Support

'A supportive environment fosters the social, academic, physical and emotional development of students. A supportive environment can be described as:

- Students are treated with respect and fairness by teachers, other staff and other student members of the school feel valued.
- Effective teaching and learning takes place
- Positive support and encouragement are provided by staff members and students
- Non-discriminatory language and behavioural practices are defined, modeled and reinforced by members of the school community
- Consultation takes place on matters relating to students' education and welfare.

RANGS (NSW) NESA

St Philip's Christian College Cessnock endeavours to promote a learning environment where teachers and students are mutually supportive of one another. Mutual respect is promoted and valued between students and teachers. Both are positively encouraged to engage in conduct which upholds this mutual trust and support. Students and teachers are encouraged to respect the mission and ethos of the College Ethos Statement.

Students and Staff are encouraged to demonstrate an appreciation of the College's Core Values:

- Christ First

- Serve One Another
- Strive for Excellence
- Do What is Right
- Build Community

The College also encourages a partnership approach involving consultation between all members of the school community in matters which affect them.

For further details on how we address the area of a 'supportive environment' please refer to the following College documents:

- Academic Acceleration
- Anti-Bullying and Harassment Policy
- Assessment Policy
- Attendance Policy
- Child Protection Policy
- Communication — Home/School Policy
- Complaints Policy
- Disability Provisions Policy
- Homework Policy
- Managing Student Behaviour Policy
- Student Health and Medication Policy
- Student Leadership Policy
- Students with Disability Statement
- Supervision Policy, Procedures

- Tutor and External Providers Policy
- WHS Consultation Statement
- Work Health and Safety Policy

Student Welfare

Student welfare encompasses the mental, physical and emotional wellbeing of students. Student welfare policies and programs are essential for developing a sense of self-worth and fostering personal development. Student welfare is an integral part of the College's operations and covers many areas including:

- Programs that the school provides to meet the personal, social and learning needs of the students
- Effective discipline
- Early intervention programs for students at
- Student, family and community support networks
- Opportunities that the school provides for students to enjoy success and recognition, make a useful contribution to the life of the school and derive enjoyment from their learning.

Student welfare is the foundation of many College documents and is therefore addressed in the totality of the College's policies and procedures. For further details on how we address the area of a 'student welfare' please refer to the following College documents:

- Accident/Incident Reporting Policy
- Anti-Bullying and Harassment Policy and Guidelines
- Assessment Policy
- Attendance Policy

- Code of Conduct (Staff)
- Communication — Home/School Policy
- Complaints Policy
- Contractors Policy
- Critical Incident Policy
- Disability Provisions Policy
- Emergency Evacuation Policy and Procedures
- Excursion Policy
- Homework Policy
- Managing Student Behaviour Guidelines
- Premises and Buildings Policy
- Security Policy
- Student Health and Medication Policy, Procedures and Guidelines
- Supervision Policy, Procedures and Guidelines
- Tutor and External Providers Policy
- Unwanted Visitors Procedure
- Volunteers Policy
- Work Health and Safety Policy
- Working with Children Check Documents

There were no changes made to this document in 2017

risk

Other School Policies

Anti-Bullying Policy

1. General Statement

At St Philip's Christian College we acknowledge the close relationship between student wellbeing, pastoral care, classroom climate and teaching and learning practice. Managing student behaviour therefore needs to be seen and developed within this holistic perspective.

It is to be noted that some school-based activities such as managing student behaviour will be subject to a variety of 'policy areas'. It is also noted that each policy is not mutually exclusive; that is, there are implicit and explicit interrelationships between many policies (eg, commendation, discipline, anti-bullying, supervision etc).

Managing Student Behaviour

(Anti-bullying and Harassment)

'Bullying is one of the major problems which the community, educators and parents are facing today in schools. Research shows that two thirds of school age children face bullying at some time in their lives. An estimated 15% of Australian school children are bullied weekly'.

(CCH — Schools and Law)

The National Safe School Framework (2003) requires all schools to develop safe and supportive learning environments that are free from bullying, harassment and violence and discrimination. As a Christian college we believe that any behaviour where in takes advantage of another is not in accordance with the Biblical principles of each person being made in the image of God (and thus worthy of respect at all times) and being commanded to love God and one another.

Therefore, the implementation of this policy along with the

Anti-Bullying and Harassment procedures and guidelines (and other policies for managing student behaviour) will help to create and maintain a culture where bullying, harassment, violence and discrimination is unacceptable and occurrences minimized.

Definition — Bullying occurs when a person or group of persons deliberately and repeatedly hurts or

frightens somebody less powerful than himself or herself for no reason. This may be done in various ways: by hurtful teasing; name-calling, malicious gossip, cyber bullying such as SMS, Facebook etc; physically hitting or threatening someone or their property; or by continually and unfairly excluding someone.

Bullying involves a desire to hurt + hurtful action + a power imbalance + (typically) repetition + an unjust use of power + evident enjoyment by the aggressor and a sense of being oppressed on the part of the victim. (Bullying in Schools: What to Do About it — Dr Ken Rigby <http://kenrigby.net/>)

2. Aim

The aim of the Anti-Bullying and Harassment Policy is to create and maintain a learning environment where every student and school member feels safe, respected, valued and free from bullying, violence, harassment and discrimination.

3. Objectives — Policy Statement

3.1 Christian Ethos: Our approach to Managing Student Behaviour (Anti-Bullying and Harassment) is underpinned by Biblical truth and motivated by Christian love. In this context, 1 Corinthians 13 provides a solid basis for all relationships at St Philip's Christian College. Jesus Christ is our definitive behavioural model.

3.2 Promoting a Safe, Supportive and Inclusive Environment:

- A whole school responsibility
- Consistent with legislation and reflecting Government policy
- Incorporates the principles of natural justice and procedural fairness
- Reflects the identified needs of the community
- Implementation of clearly-defined expected standards of behaviour
- Promotes positive student behaviour, including specific strategies to maintain a climate of respect
- Recognises and reinforces student achievement and diversity
- Management of inappropriate behaviour

3.3 Self Discipline

The ideal in managing student behaviour is that each individual student, motivated by a desire to please God, will take responsibility for their own behaviour, maintaining a self-disciplined approach in order to demonstrate excellence of both attitude and actions. As followers of Jesus Christ, St Philip's Christian College desires that discipline and encouragement may not just lead to self-control but to a Christ-centred life.

3.4 Respect

As members of the St Philip's Community we should treat each other with respect and dignity, being accepted of and compassionate to each other. Therefore any act of bullying, victimization or harassment will not be tolerated. Each individual should respect the rights of others. These are to be treated with fairness and dignity and the right to learn in a

safe and supportive school environment that values diversity free from bullying, harassment, discrimination and violence. We also have a reciprocal responsibility to keep others safe and to treat them in the same way — with fairness, dignity and respect.

4. Audience and Applicability

The College community including Executive Staff, Teaching and Non-Teaching Staff, Students and Parent/Carers.

5. Context

5.1 At St Philip's Christian College, we strive to provide quality learning environments which are inclusive, safe, secure, supportive and free from intimidation, harassment and victimisation.

5.2 All students and staff have the right to be treated fairly and with respect in an environment which accepts diversity and individualism.

6. Responsibilities and Delegations

6.1 Principal

- The Principal is accountable to the Executive Principal and the Board of Governors for ensuring a safe, secure and harmonious work environment for students and staff.
- The Principal, in conjunction with the College Leadership Team is responsible for the development, implementation and monitoring of the Managing Student Behaviour (Anti-Bullying and Discrimination) Policy.
- The Principal is responsible for ensuring that the College's policy is evaluated and reviewed by the school community at least every three years.
- The Principal will endeavour to engage in collaboration in

the development of the policy and that staff are provided with training and development opportunities in managing student behavior (Anti Bullying and Harassment).

- The Principal will make available a copy of the Managing Student Behaviour (Anti Bullying and Harassment) Policy to the College community.

6.2 Deputy Principals/Heads of School

- Ensure all staff are aware of the Managing Student Behaviour (Anti Bullying and Harassment) Policy and monitor its implementation.
- Ensure anti-bullying and harassment content is included in the curriculum.
- Implement and monitor strategies for dealing with bullying and harassment matters when raised.
- Provide feedback to the appropriate persons when bullying and harassment issues occur.
- Liaise with the Police School Liaison Officer (depending on nature of incident).

6.3 Teachers

- Contribute to the development of the Anti Bullying Policy and support its effective implementation.
- Endeavour to identify and minimise bullying, harassment matters when identified.
- Provide feedback to the appropriate persons when bullying and harassment issues occur.
- Support and implement programs that provide information, strategies and counseling regarding bullying.
- Actively engage with professional development regarding

anti-bullying and harassment strategies.

6.4 Parents/Caregivers

- Support the College in the implementation of the Anti Bullying and Harassment Policy.
- Notify the College if aware of occurrences of suspected bullying to their own child or other children
- Set the best examples of positive behaviour for their children, treating staff and students with respect and value.

6.5 Students

- Report suspected victims of bullying to a staff member
- Encourage, praise and support other students' achievement, effort and diversity
- Take responsibility for ensuring other students are able to learn in a safe and supportive environment and contribute to the safety and wellbeing of all.
- Act independently, justly, cooperatively and responsibly in all areas of life

7. Monitoring, Evaluation and Reporting Requirements

This policy, in line with Managing Student Behaviour (Anti Bullying and Harassment) Guidelines and Procedures will be evaluated and reviewed every three years or as needed in line with legislative changes.

Additional Materials

- Privacy Policy
- WHS Policy
- Managing Student Behaviour (Discipline) Policy

- Managing Student Behaviour (Discipline) Guidelines
- Managing Student Behaviour (Discipline) Procedures
- Managing Student Behaviour (Discipline) Policy
- Managing Student Behaviour (Discipline) Guidelines and Procedures
- Student Supervision Policy
- Student Supervision Guidelines and Procedures
- Child Protection Policy
- Child Protection Guidelines and Procedures
- College Guidelines on Cyber Bullying (Policy Advice)

St Philip's Christian College Cessnock Discipline Policy 2018

General Statement

All students have the right to be treated fairly and with dignity in an environment that is free from harassment, intimidation, disruption and discrimination. To that end St Philip's Christian College Cessnock will uphold high standards of discipline.

In implementing these procedures, the Principal will take into account the student's age, individual needs, developmental level and any disability. The Principal will also consider the safety, care and welfare of the student, staff and other students in the class and school.

'Love one another just as I have loved you' (John 13:34) The aspiration of the College is to demonstrate the love of God and the values of Jesus Christ is to permeate the life of our school community. Pastoral Care and discipline at St Philip's Christian College Cessnock encompasses all that we are and all that we do.

Aim

The aim of the Discipline Policy is to ensure that we provide a safe, secure and happy learning environment where students feel valued and supported.

To achieve this we need to employ strategies which enable students to develop and model appropriate behaviour and modify inappropriate behaviour.

Rationale

Every student has a right to feel safe and secure and able to learn to their best ability. Inappropriate behaviour should not interfere with teaching and learning processes in the classroom. Students must have an understanding of the consequences of their actions so they can make positive decisions about their behaviour.

Implicit within this document is that teachers have a responsibility for strengthening relationships in the school community; assisting students to resolve their difficulties; repairing relationships between students, with themselves and for re-entering students into the classroom. Parent/ Caregivers are partners in this process and will be informed of patterns of behaviour that cause a concern within the College and will be involved in the process to address this.

Context

1. Students are required to abide by the College's rules and to follow the directions of teachers and other people with authority delegated by the College.
2. Where a student disregards rules, disobeys instructions or otherwise engages in conduct which causes or may cause harm, inconvenience or embarrassment to the School, staff members or other students, the students may be subject to disciplinary action.

3. The disciplinary procedures undertaken by the School vary according to the seriousness of the alleged offence. Where the allegation, if proved, may result in suspension or expulsion, the student and parents will be informed of the allegations and procedural steps to be followed in dealing with the matter. In relation to all matters to be investigated, students will be informed of the nature of the allegation and given an opportunity to respond to the allegations.

4. The penalties imposed vary according to the behaviour and the prior record of the student. At the lower end of the scale, an admonition or detention may be appropriate. At the upper end of the scale the behaviour could result in suspension or expulsion.

5. The school prohibits the use of corporal punishment in disciplining students attending the school. The school does not explicitly or implicitly sanction the administering of corporal punishment by non school persons, including parents, to enforce discipline at the school.

6. Where the offending behaviour is of such a nature that it may result in suspension or expulsion, the student will be:

- A) Informed of the alleged infringement;
- B) Informed as to who will make the decision on the penalty;
- C) Informed of the procedures to be followed which will include an opportunity to have a parent or guardian present when responding to the allegations; and
- D) Afforded a right of review of appeal.

7. The Deputy Principal will reach a decision in relation to the allegation and recommend the penalty to be imposed to the Principal. The parents will be informed of the finding and recommendation and may make representations to the Principal in respect of the finding and recommendation. The Principal then makes a final decision.

Principal then makes a final decision.

Appeals

The student and parents or carers may request a review of a decision to impose a long suspension or to expel a student if they consider that correct procedures have not been followed or that an unfair decision has been made. Appeals must be made in writing stating the grounds on which the appeal is being made.

The appeal must be addressed to the College Board of Governors and lodged with the Principal who will forward it to the Chairman of the Board of Governors. The Chair will convene a meeting of a Board sub committee which will review the procedures followed and the grounds on which the decision was made. The outcome of the review and the reasons for the decision was made. The outcome of the review and the reasons for the decision will be given in writing to the parents or carers.

The College's policies which are made from time to time are made pursuant to the requirements set out in Section 47 of the Education Act and of NESA for registration of the school.

St Philip's Christian College Cessnock Complaints and Grievances 2015

1. General Statement

At times, parents, carers or members of the College community may have a concern or complaint that they would like to discuss with the College. The College has guidelines and procedures for handling such complaints. These guidelines and procedures are based on biblical principles. The Bible clearly encourages us to seek to resolve differences between each other and to live in harmony with one another:

- Do all you can to live in harmony with others — Romans

12:16 says, 'live in harmony with one another'.

- Resolve differences quickly — Ephesians 4:26 emphasizes the need to resolve differences before the end of the day.
- Deal with any issue in the proper order — Matthew 18:15-17 describes dealing first with the person who may have offended you, then if the person doesn't respond appropriately, to take matters to a higher authority.

2. Aim

This policy sets out the manner in which St Philip's Christian College Cessnock shall manage and resolve receiving complaints in a prompt, impartial and just way.

3. Objectives — Policy Statement

- 3.1 To establish biblical principles for resolving conflict.
- 3.2 To resolve concerns and complaints in a prompt, impartial and just way.
- 3.3 To develop and maintain a positive and collaborative relationship between home, school and the community.
- 3.4 To welcome and value diversity of opinion
- 3.5 For parents/carers to feel their opinion is valued and to raise issues without fear of repercussion.

4. Audience and Applicability

All students, staff, parents and community members of St Philip's Christian College Cessnock.

5. Context

- 5.1 The resolution of conflict in every school community is vital to the wellbeing and success of the school community.
- 5.2 Certain matters concerning Child Protection or other

areas covered by specific legislation will be referred immediately to the relevant external agency.

5.3 Parents/carers must have access to processes that allow them to resolve concerns and complaints in a supportive conciliatory environment.

5.4 The College views areas of concern/complaints as an avenue to improve its working relationships with parents/carers.

6. Responsibilities and Delegations

6.1 Principal

6.1.1 The Principal is responsible for the general conduct and the efficient, effective and economical management of the College and its staff.

6.1.2 The Principal is to establish and regularly review the College's Complaints policies, guidelines and procedures.

6.1.3 The Principal will ensure that the National Code of Good Practice for Responding to Complaints about Vocational Education and Training Quality — Australian Department of Education, Science and Training principles of fairness, accessibility, transparency, responsiveness, accountability and constructiveness is applied to the complaints procedures.

6.1.4 The Principal is ultimately responsible for the effective management of suggestions, complaints and allegations.

6.1.5 The Principal should ensure that the complainant has followed the College procedures for raising a concern/complaint.

6.1.6 The Principal will determine, based on the nature of the concern/complaint, if mandatory reporting is required.

6.1.7 The Principal will maintain confidentiality and privacy

in all matters.

6.2 Heads of Schools

6.2.1 Monitor and manage the general conduct and professionalism of the teaching staff and relevant administration staff.

6.2.2 Ensure in all dealings with parents and community members that the principles of fairness, accessibility, transparency, responsiveness, accountability and constructiveness are applied to the complaints procedures.

6.2.3 Ensure that the complainant has followed the College procedures for raising a concern/complaint.

6.2.4 Listen appropriately to parent/concerns complaints

6.2.5 Appropriately respond to the concern/complaint, giving details to immediate supervisor and following biblical principles

6.2.6 Maintain confidentiality and privacy in all matters

6.2.7 Ensure concerns/complaints are appropriately documented including all follow-up undertaken and feedback given.

6.2.8 Ensure that feedback is promptly given to persons lodging a concern/complaint and to the person subject of a complaint.

6.3 Teachers

6.3.1 Listen appropriately to parent/carers concerns/complaints

6.3.2 Appropriately respond to the concern/complaint, giving details to immediate supervisor

6.3.3 Appropriately document concern/complaint including all follow-up undertaken and feedback given.

6.3.4 Follow biblical principles when dealing with concerns/complaints

6.3.5 Maintain confidentiality and privacy in all matters

6.4 Administration and Ancillary Staff

6.4.1 Direct person making complaint to the appropriate person to lodge a concern/complaint

6.4.2 Make suitable times for interviews with parents and relevant staff

6.4.3 Maintain confidentiality and privacy in all matters

6.5 Parents/Carers

6.5.1 Direct to appropriate persons

6.5.2 Maintain confidentiality and privacy in all matters

6.6 Students

6.6.1 Direct concerns/complaints with a staff member in a polite and respectful manner.

7. Monitoring, Evaluation and Reporting Requirements

This policy will be evaluated and reviewed every three years or as needed in line with legislative changes.

8. Document Details and History

This document is based on the College's Complaints Procedures (2010) and Guidelines documents (2012).

This policy should be read in conjunction with the College Complaints Procedures (2010) and Guidelines documents (2012). Staff should also be familiar with the College Grievance Policy documents.

There were no changes to this document in 2017.

Priorities for 2020	SMART Goals for Priorities	Achievements
Christian Education	<ol style="list-style-type: none"> 1. Teaching Christianly 2. Exploring Faith 	<ol style="list-style-type: none"> 1. Adapted programs and delivery in response to COVID ensuring continual delivery of Christian content in student's daily life. Continued reviewing conversations with ministry team to implement necessary changes. 2. In depth review of chapel program leading to a continued renewal of chapel across the school focused on increasing student engagement and buy in.
Teaching and Learning	<ol style="list-style-type: none"> 1. Numeracy 2. Literacy 3. Feedback 	<ol style="list-style-type: none"> 1. K-6 — continued LNAP implementation and upskilling of all K-6 teachers in EDI delivery. 7-12 — Implemented training for all relevant teachers and put in place protocols for the use of iLearn ensuring standard delivery of daily reviews and other EDI strategies. 2. Review literacy progressions across the school. Implemented strategies within appropriate key learning areas, equipping students with strategies to improve writing output and results. 3. Trialled a model of progressive reporting within Junior School. Continued review of current reporting systems and the capacity of our current administration systems and LMS to implement progressive reporting.
Wellbeing	<ol style="list-style-type: none"> 1. Wellbeing 2. Resources 	<ol style="list-style-type: none"> 1. We reviewed the wellbeing team structure across the school, creating and defining new roles within the team to provide more specialised opportunities for students to access wellbeing as needed. Continued to clarify the role of and equip pastoral care team leaders from Year 5-12

Priorities	SMART Goals for Priorities	Achievements
<p>Community Engagement</p>	<p>1. Community Engagement</p> <p>2. Capital Projects</p>	<p>1. We launched our YES (Young Entrepreneurship Scheme) program. Developed links with local businesses in order to fulfill work placements and enrich this alternative pathway. Our fields were utilised by the Wallabies for training, Western Force and Brisbane Roar.</p> <p>2. We completed the construction of the Senior School building. We repurposed several other modular buildings allowing for increased level of appropriate delivery of specialist subject areas.</p>



INITIATIVES PROMOTING RESPECT

Our College mission statement clearly outlines how we endeavour to offer an environment that demonstrates respect and responsibility.

St Philip's Christian College will continue to provide quality education in a caring, secure and challenging learning environment based on Christian beliefs, values and practice.

These Christian beliefs, values and practices are expressed further in the College Core Values. These are:

- Christ First
- Serve One Another
- Strive for Excellence
- Do What is Right
- Build Community

These values of respect and responsibility flow from our love and respect for God and our desire to share this with others.

“We will continue to provide quality education in a caring, secure and challenging learning environment.”

Our College promotes respect and responsibility among the community both through reinforcement of the College values and throughout specific service activities. We promote respect for self, respect for others, respect for the school and respect for property.

Respectful and responsible behaviour is encouraged and monitored through the implementation of key programs and strategies. There are three components to this and examples of each done in 2019 are listed below:

Service Activities

- Activities
- 40 Hour Famine
- Sponsor Children



AND RESPONSIBILITY

Student Programs

- Social Skills Programs
- Education About Anti-Bullying and Cyber

Community

- Chapel Services
- School Assemblies
- Literacy and Numeracy Enrichment Days

Student Leadership

- Student Representative Council
- Student Leader's Commissioning Service
- Organised Various Events for Students throughout the Year
- Conducted Assemblies and Chapel Service
- Student-led COVID Videos for School Community

Parent, Student and Teacher Satisfaction

At St Philip's Christian College Cessnock we believe that everyone matters, so it is important to ensure that feedback from parents, teachers and students is obtained and considered.

Our College desires to work in partnership with families in order to achieve the best educational outcomes for each student. It is essential to receive regular feedback from parents, teachers and students and this comes in a variety of forms. Our rapidly increasing enrolment figures and waiting list are a testament to parent and student satisfaction and the good reputation of our school in the wider community.

Student Satisfaction

Students meet formally and informally with teachers and members of the executive throughout the year. They offer important feedback and their perceptions of school.

Communication opportunities include:

- Pastoral Care Teacher Meetings

- Student Representative Council Meetings
- Gold Award Functions
- Student Group Meetings with the Principal
- Camping Programs
- Wellbeing

Teacher Satisfaction

Our College works hard at maintaining unity and a high staff morale. Teacher satisfaction is evident from:

- Staff meeting regularly for social events
- Positive discussions during staff meetings
- Positive discussions during Professional Growth Meetings
- Positive emails and feedback from staff

Parent Satisfaction

Our College has an 'open door' policy and parent involvement is welcomed and encouraged. Feedback is obtained in a variety of ways throughout the year.

- Parent Surveys

- Teacher/Parent Interviews
- Student Leaver's Form/Exit Interviews
- Parent Meetings
 - a) Meet the Teacher
 - b) Information Nights
 - c) Discussions with Parents on Informal Occasions

Extract from Parent Email

'I have really loved watching my son grow into a wonderful young man, and no doubt the influence from the school environment has been a factor in this. He has been blessed with teachers who have been caring role models, and incredible mentors. We would like to thank the staff for the personal time and care that they have given to our son'.



Financial Information

SPCC Cessnock Income by Source	Percentage	Amount
Federal Recurrent Grants	49.5%	\$12,787,500
State Recurrent Grants	12.3%	\$3,250,742
Nett Tuition Fees	21.2%	\$5,599,879
Government Subsidies	15.0%	\$3,951,387
Other Income	1.9%	\$513,304

SPCC Cessnock Expenditure by Category	Percentage	Amount
Salaries and Related Expenses	67.7%	\$14,100,512
Non-Salary Expenses	18.5%	\$3,857,293
Capital Expenditure	13.8%	\$2,869,402

Publication Requirements

This Annual Report will be made available on NESAs online.

It will also be uploaded to our College website and made available to parents upon request in hard copy form.

A notice will be displayed on our MySPCC (our school parent portal) to notify parents that it is available.



For the Whole of Their Life