



ANNUAL
REPORT
2021

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 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.

Requests for Additional Data

From time to time the Australian Government, through the Minister for Education, Employment 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 Principal, Mr Matt Connett, is responsible for coordinating the College'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.

BOARD REPORT



"I am the way, the truth and the life" John 14:6

Greetings friends,

It is my privilege and honour to be able to present this report to the Foundation for the year ended December 2021.

Over the past years I have said and here repeat, that I am always determined to maintain our place as leaders in education for the whole of life. This is for every student right from pre-school to year 12 and beyond. Students are better equipped to have a considerable impact in their communities when instructed with holistic Christian education. The St Philip's core values of 'Christ first,' 'Serve one another,' 'Strive for excellence,' 'Do what is right' and 'Build community' underpin the vision to be a leading provider of quality Christian schooling within our nation.

2021 was especially challenging in many ways. I'm sure all of us thought and hoped that the impact of COVID-19 would diminish in 2021; how wrong that thought and hope was. In retrospect, 2021 COVID-19 was as impactful, if not more so than in 2020 in many negative ways and I thank all staff for the positive ways in which they were able to ensure students were not disadvantaged because of not being able to physically attend school. Face-to-face learning and contact with fellow students are conducive with positive experiences and general well-being. Our staff are well-equipped to engender positive outcomes.

My thanks and appreciation to Mr Graeme Irwin AM our Executive Principal/CEO who continues to lead the St Philip's group with enthusiasm, passion, vision and determination. To our CFO, all the Principals and Senior Leaders of our schools, including DALE, Narnia, the Teaching School, and Foundation staff, thank you for taking your responsibilities' earnestly and with zeal.

Our St Philip's organisation is making considerable progress in many areas including impressive new buildings and building programs, refurbishments and general improvements to buildings in all our schools and centres. The Project Control Group (PCG) oversees all major projects and enhances decisions made at school level. Thank you to all people involved in the many projects that inevitably make the practical environment conducive to teaching and learning.

To the Board of Governors; your diligence, knowledge, wisdom and prayerful decision-making in overseeing the operations of St Philip's is greatly appreciated and essential to the success and strength of the group, helping to ensure St Philip's remains at the forefront of Christian Education in the Newcastle, Hunter Valley, Central Coast areas and beyond.

"But the wisdom from above is first of all pure. It is also peace loving, gentle at all times, and willing to yield to others. It is full of mercy and good deeds. It shows no favouritism and is always sincere." James 3:17

Grace and Peace,

Les Holland

Chairman, Board of Governors, SPCEF

AGM 26th May 2022



CEO REPORT



On the back of the year that was 2020, we stepped into 2021 with a hopeful trepidation that the year ahead may reflect life as we had known it to be prior to the disruptions of the year we had just finished.

We launched the year with a modified version of Big Day Out. We were able to gather as staff groups in our individual locations and engage in a live-streamed event featuring Michael McQueen. We launched our theme of Influence and moved into Term 1 without too many restrictions to student learning.

However, the return of COVID-19 led to further closures of schools and remote learning. The experience of 2020 meant that our schools slipped into this routine smoothly, though it was demanding on students, parents and staff. Wellbeing staff are particularly mentioned in this report due to their incredible efforts to care for students remotely, and assisting them to return to schools again.

Our mid-year staff conference which was all but ready to go was postponed and time was given to staff to prepare for what was to be quite a prolonged period of remote learning.

The mandate from the NSW Government requiring compulsory vaccinations for all workers in schools, taking effect from 8th November 2021, brought new challenges for our organisation.

This was a difficult time for staff who did not intend to be vaccinated for various personal reasons, and a number of these were long-serving in their schools. The management of this was a big undertaking for our team and I am so grateful for our Principals, Director of People and Culture and Deputy CEO who spent a lot of time supporting our staff and looking at each individual case.

As this report is being prepared, the government mandate is being rolled back, and the St Philip's Executive Leadership Team, (SPELT) have agreed to take a watchful approach and be cautious about making any significant changes, which is in line with most other schools.

In May of 2021, we welcomed our new Director of People and Culture, Virginia McMurray, to the Foundation team. Virginia held the position of People & Culture: Learning, Planning and Engagement Lead for the City of Newcastle. In 2020, Virginia led the City's broader People and Culture Team during the COVID response. We have been so grateful for her leadership and contribution to the SPCC community throughout this year.

With our 40th Anniversary on the horizon it was important that an increased focus was put in the areas of enrolments, brand and marketing, alumni and philanthropy. To champion this, Lucinda Gray was appointed to the role of Director of Development and Community in June 2021. Lucinda was employed until December the same year and made significant headway in all of these areas.

In July, following a very successful 6 months as Acting Principal, and a rigorous application process, Matt Connett was permanently appointed as Principal of SPCC Cessnock. Matt has endeared himself to the Cessnock community and is very intentional about setting a vision that will enable the school to grow to a projected enrolment of 1500 students. I value the effort and approach that Matt is taking as he has stepped into this level of leadership.

Following a time of personal and long-service leave during Term 3, Bronwyn Thoroughgood resigned from the position of Principal of DALE and DALE Young Parents. Bronwyn brought much to the role and her intricate understanding of the needs of the DALE and DALE Young Parents students was a hallmark of her leadership; I greatly valued all that she achieved.



During her period of leave, and following her resignation, Brant Maslen stepped in the role of Acting Principal, and I acknowledge his efforts and dedication during this time of transition.

Following a process of application and interview, Michelle Cairelli was appointed as permanent Principal of DALE and DALE Young Parents. Michelle brings passion, enthusiasm and vision to the role, and will position the schools well for predicted future growth. Michelle has a wonderful track-record from her 12 years as Principal of our Gosford school and she will be missed by that community. At present, Cameron Johnston has been appointed as Acting Principal at Gosford, and we appreciate the work he is doing in this role.

In December 2021, Sarah Deacon was appointed to the role of Risk and Compliance Manager. Sarah previously worked as the Risk and Compliance Manager for St Edward's College (EREA) in East Gosford. Whilst in this role Sarah had extensive experience with meeting the ever growing and changing legislative and compliance requirements of a school, implementing and working with the IT software which will underpin St Philip's initiatives in this area. Prior to joining St Edward's College, she worked as the Associate Director in the Futures Division for Macquarie Bank, and as a Senior Advisor – Participants Compliance for the Australian Securities Exchange.

Sarah is overseeing the implementation of a new system for managing risk and compliance, and relevant policies which will set us on more solid ground in this area.

For the first time, the St Philip's schools participated in the AIS Perspectives Survey in 2021, which sought feedback from students, staff, parents, leaders and Board members. A range of areas were surveyed, such as learning, teaching, environment, wellbeing, leadership, communication and community. Following the survey, each schools' executive team had a session with AIS to examine their results, and from this, schools will use the data to inform their annual improvement plans.



After many years of managing our Uniform Shops, this aspect of St Philip's has been outsourced to an external company. The School Locker, who now own and operate the shops, are responsible for stock supplies, promotions, web-site management, on-line orders and staffing. This has taken off enormous pressure from our organisation.

Despite the ongoing disruption that COVID had on all aspects of the organisation throughout the year, we were still fortunate enough to be able to continue working on a substantial number of capital projects. Our current development projects underway under the guidance of our Project Control Group are:

- SPCC Charmhaven
- SPCC Maitland
- SPCC Huntlee
- Young Parents and Narnia Kurri
- SPCC Newcastle Active Learning Centre
- Foundation Office
- SPCC Port Stephens Junior School
- SPCC Cessnock State Significant Development
- SPCC Gosford Senior School building
- SPCC Indigenous Schools

Our Teaching School continues to go from strength to strength and in April this year we had a visit from politicians from both sides of Government, eager to see the work of the Teaching School. This visit was a resounding success and shortly after we received the exciting news that the State Government had allocated \$2.9 million to the development of Teaching Schools across NSW, in partnership with Alphacrucis. Furthermore, we were named as the pilot project with funding allocated to the further development of the St Philip's Teaching School. This is an exciting announcement for our Teaching School and we are excited to see how this will unfold over the next few years.

I also want to express my gratitude to our St Philip's Executive Leadership Team who have continued to serve our Colleges with passion and dedication. Their tireless efforts are the reason that we have been able to navigate this journey with success. They are passionate about the mission and vision of the organisation and are committed to the SPCC communities they lead and I thank them for their wisdom and their friendship.

In all that we were able to achieve in 2021 and through all of the ups and downs, I look back and see that our theme of Influence was certainly outworked throughout it all. We have had the opportunity this year to be influential in many areas. This may be on an organisational level as we look at the influence that our Teaching School has had and will have on the future of teacher training in our country, or on an individual level. I have heard numerous stories this year of staff members going above and beyond to care for the wellbeing of their students particularly throughout the remote learning season, this level of care will have an influence on those students that will stay with them for the rest of their life. I thank God for these opportunities and for faithful staff who are ready and willing to step in and be obedient to the call of God.

We are uncertain of what the future may hold, but we can be certain of a God who is above all and that is what we continue put our trust and hope in.

Mr Graeme Irwin

Chief Executive Officer

PRINCIPAL REPORT



"You are the light of the world. A town built on a hill cannot be hidden. Neither do people light a lamp and put it under a bowl. Instead, they put it on its stand, and it gives light to everyone in the house. In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven."
Matthew 5:14-16

Our 2021 theme was Influence, and what an influential year 2021 was. A year that was deemed as 'unprecedented' and 'socially distanced'—also saw us become closer and more reliant on our community than ever before. Our communication goals were to 'stay social whilst social distancing', and we achieved it — not just of our own accord, but in collaboration with our incredible St Philip's Christian College Cessnock community; a community that championed us, partnered with us and shared the common goal of looking after our students' wellbeing, and creating an environment that would see them continue to develop a life-long love of learning.

Starting the year as Acting Principal was a great privilege. In July, I was installed as Principal of St Philip's Christian College Cessnock; a position that I feel incredibly honoured to be in. I am passionate about Cessnock and surrounds, and I look forward to continuing to build on the already solid foundations laid before me. During this transition, I felt extremely grateful to have had Mrs Margaret Pond work alongside me as both Acting Deputy Principal and Head of Junior School —juggling both positions expertly, and to a flawlessly high standard. Margaret has been an integral part of the culture and ongoing growth and development of the Cessnock Campus. Her passion for education, and the local area is unsurpassed. That is why it was a significant pleasure to officially announce her as Deputy Principal in July. I am confident that she will continue to be a great support to the St Philip's community and to our team.

With the appointment of Margaret to Deputy Principal, also came the appointment of Mr Caleb Cooper to Head of Junior School for



2022. Caleb is a brilliant educator, who has a prodigious strength in understanding the dynamics of teaching and learning. In his previous role as Head of Primary at Nambour Christian College, Caleb has shown sophistication in operational leadership founded upon his thorough understanding of the dynamics of organisations, his effective management of risk and his development of clear systems. Combining high academic achievement with an emphasis on developing students who are happy and well-rounded — Caleb helps Junior School students to excel in their life-long learning journey. We look forward to the vision and innovative implementations that Caleb will bring as Head of Junior School in 2022.

In September of 2021, after numerous years of excellent service to the community of Cessnock, St Philip's saw the resignation of our Head of Middle School, Mr Phil Gallagher. During his tenure, Phil had been the driving force behind Middle Schools incredible success. He fostered a leadership style of professional learning within a culture of opportunity, where staff achievement was celebrated. With a clear sense of vision, seeing and shaping the future of Middle School, enthusiasm for his students' success and a clearly demonstrated desire to live out his Christian life through all aspects of his career, he has been a highly visible role-model for both students and staff. Under his leadership our Middle School won an Innovative Education Award from The Educator, alongside numerous Middle School Teachers being nominated for Primary Teacher of the Year —also being consistently featured in online articles for cutting-edge and innovative approaches to education. The Middle School under his leadership has further increased its focus on student engagement and academic rigour – taking part in and winning several local and national competitions. We wish Phil the greatest success in this new and exciting phase of his career.

With the resignation of Phil, came the appointment of Head of Middle School to Mrs Rebekah Margach commencing in 2022. Rebekah is an expert in her profession and brings with her an incredible wealth of experience in 'Middle Schooling'. She is an analytical and reflective educator, and well-respected in the St Philip's Christian College community. As an alumni student and current Director of Studies at St Philip's Christian College Newcastle, Rebekah has a practised



knowledge and understanding of both the expectations and vision of St Philip's. We know that she will do a phenomenal job in this role and look forward to her taking up the role of Head of Middle School in 2022.

Staff wellbeing, morale and voice is extremely important to us and as a result we were fortunate to have introduced the inclusion of our Head of Human Resources role into our Executive Leadership Team. This saw Mrs Karri Matheson formalised into this role, and stepping back from her prior role as Executive Assistant in which she has done an exemplary job. Karri's background in law, in combination with her innate ability to provide strategic and empathetic support to our staff will see her excel in this role. We are extremely excited to see Karri thrive as Head of Human Resources, and to see the ways in which our staff thrive under her leadership.

In the past twelve months, we have implanted strategies that focus on the student as a global citizen; students that are inquiry-driven, collaborative and have a synthesised understanding of the world as a result of connected experiences. In May, we were lucky enough to participate in the Hunter Innovation Festival. The Hunter Innovation Festival was established in 2002 and began as an associated event of the Australian Innovation Festival — a national showcase of Australian innovation. We hosted and ran the 'Building the Skills of Tomorrow' panel and workshop. This event welcomed over ten different schools, as well as numerous members of the public. We were able to talk through our newly established YES Program, our innovative pathways, and buildings that inspire excellence — the panel comprised of our staff, community partnerships and student. From this event, we have been able to work collaboratively with other schools in the Hunter who are interested in our programs, as well as conduct a myriad of follow up visits and enrolments.

Making the Hunter Innovation Festival even more special, was the opportunity to host the event within our newly built Senior School building; which has recently won a Newcastle Architecture Award in the category of Educational Facilities — beating the likes of The University of Newcastle.



The building boasts a state-of-the-art multi-storey construction with administration areas, 16 general learning areas (including university-inspired study spaces propelling our young people into their futures), meeting rooms and kitchen area; including carparking, associated landscaping and existing College integration.

The College has also seen the continuation of the SSD process for development of the entire site; our next projects include our Junior School renovation and extension, and the next stage of our Senior School building. We have also refocused our masterplan from Equestrian to Agriculture to support the growing interest in the region; which can be seen in the immense interest paid to our agriculture programs —often the first elective/class to fill across the board. As a result, we have begun planning for a new Agriculture facility, and will continue to expand the program.

No summary of 2021 would be complete without a discussion surrounding the impacts of the global pandemic. I am beyond proud of our community and their response and support. Similarly, our staff have shown themselves to be the most amazing people on the planet, as they have gone above and beyond to care for and educate our wonderful students. From lockdowns, to restarts, to more lockdowns, the grace and flexibility combined with the professionalism and care of our staff has been a point of inspiration and encouragement for many.

As a team we consider 2022 with a sense of excitement and anticipation. Clarifying our educational purpose, reinforcing our culture, understanding our 'why' and continuing to ensure the Christ-centred nature of our College, should see the year to come become a springboard into even greater possibilities for our school and community. We are grateful that God has called us for such a time as this.

Mr Matt Connett

Principal



K-12 EXECUTIVE LEADERSHIP TEAM

Executive Role	Name
Principal	Mr Matt Connett
Deputy Principal	Mrs Margaret Pond
Business Manager	Mr Jacques Mouton
EA & Head of Business Services	Mrs Karri Matheson
Assistant Principal (Teaching and Learning)	Mr David Cole
Head of Senior School	Mr Brendon Guest
Head of Middle School	Mr Phil Gallagher
Head of Junior School	Mr Caleb Cooper

COLLEGE LEADERSHIP TEAM

The K-12 Executive Leadership Team, Mr Andrew Roxby, Mrs Charissa Foster, Mis Karinne Cooke, Mrs Bec Johnson, Mrs Ellie Rolfe, Mrs Shelly Kelly, Mr Paul Ivey, Mr Daniel Gardner, Mr Luke Adams, Mrs Karen Gouws, Mr Tom Sowden, Mr Ben Kelly, Mrs Alysia Neirinckx, Mrs Jessica-Lee Holiga, Mr Mick Low, Mrs Leanne Preece, Mrs Belinda Shields, Miss Georgia Bellchambers, Mrs Ange Neale, Dr Kerin Gorton, Mr Peter Reid, Mrs Amanda Cochrane, Mrs Corey Rowntree, Mr Jason Matheson, Mrs Victoria Waights, Mr David Dalglish, Miss Lauren Taylor, Mr Winston Wilson, Mrs Allison Murray, Mrs Naomi Doherty, Miss Aimee Soper, Mrs Sarah Adams

College Captains: Zoe Grady, Ethan Jurd

JUNIOR SCHOOL REPORT



Our College theme for 2021 was 'Influence.' We focused on what it means to be a positive influence at school, at home and in the wider community. Our theme verses were from Matthew 5:13-16. We enjoyed seeing our staff and students 'letting their light shine' throughout the year.

Many things influenced our lives and shaped the way we lived throughout 2021.

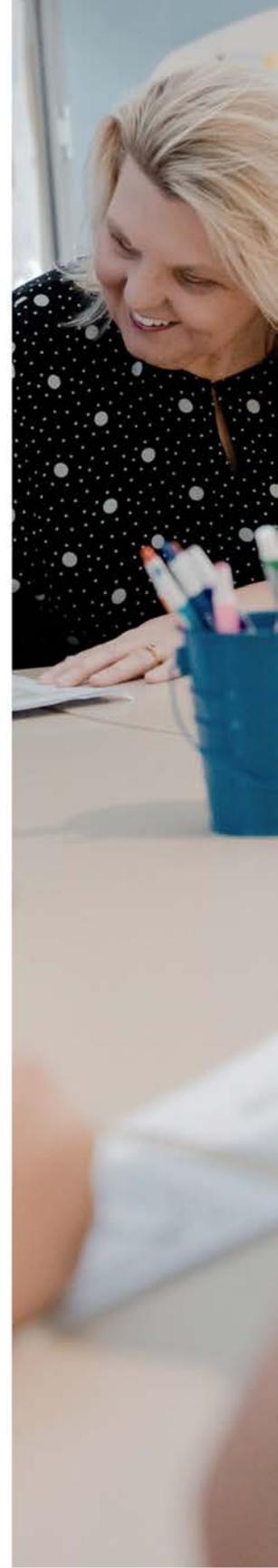
The Influence of COVID

The year commenced positively, with COVID restrictions eased and parents/carers allowed back onsite. But the excitement was short lived as the reality of lockdowns set in. There were numerous challenges, but due to the dedication and skill of staff and support from students and families, we were able to move quickly to remote learning so that student learning could continue with minimal disruption. At the same time, we were also able to keep the College open for students of essential workers. Whilst restrictions began to ease towards the end of the year, and modified events began to re-emerge with COVID restrictions in place, many events that were traditionally run were cancelled or done in a different way.

The Influence of Students and Families

Throughout the year we encouraged our students to be a positive influence and carefully consider the things that influence them. We were impressed with the way that our students demonstrated perseverance, resilience, and grit. They adapted to remote learning and embraced the changes.

We are blessed to have so many wonderful families at SPCC Cessnock. We are thankful for their support and cooperation as we implemented new procedures. Our families are to be congratulated on assisting their child/ren throughout remote learning and for engaging with online meetings and interviews.



The Influence of Staff

As the saying goes, 'The influence of a good teacher can never be erased.'

Teachers worked hard behind the scenes to transition seamlessly into remote learning and prepared high quality learning activities. Their dedication, creativity and commitment to ensuring quality learning could continue, was highly valued.

To maintain engagement and connection, online learning was enhanced with creative activities, choose your own adventure days and weekly zooms. Teachers regularly contacted parents to connect with families, check in on the wellbeing and learning progress of students and to provide assistance where needed.

Staff demonstrated exceptional levels of commitment and despite the difficult circumstances, continued to adapt and evolve. They reimagined new ways to communicate, connect and learn. Staff displayed teamwork and continually went above and beyond to care for each other, their students and families. We acknowledge the tremendous effort and dedication of our staff. Their resilience, flexibility and determination was greatly appreciated.

The Influence of a Positive Learning Environment

Junior School is known for providing high quality learning and outstanding pastoral care. Despite COVID restrictions, we remained committed to providing a happy, safe and nurturing environment where children were supported and equipped with essential skills. Our dedicated staff engaged students with challenging and meaningful learning experiences.



There were numerous highlights throughout the year.

Some of them include various events and sporting days such as:

- Maths Challenge
- Spelling Bee
- India Week activities and fundraising
- Digital Junior School's Got Talent
- Western Style Disco
- 'In the Wild' Chapels with Ranger Green and Larry the Lion
- Awards Ceremony

To welcome students back to school and celebrate their effort during online learning, each grade celebrated with grade based Fun Days. These included:

- Kindergarten Water Fun Day
- Year One Fairy Tale Pyjama Day
- Year Two Vivid Glow Day
- Year Three Survivor Day
- Year Four Big Day In

2021 was an extraordinary year and one where our College community worked together to embrace the challenges of COVID restrictions. Despite the difficulties, our staff, students and their families remained focussed and worked in partnership to achieve great outcomes. We sincerely thank staff, students and families for their cooperation, hard work and unwavering support.

Miss Karinne Cooke, Mrs Bec Johnson, Mrs Margaret Pond

2021 Junior School Leadership Team



MIDDLE SCHOOL REPORT



From the very start of 2021, with our theme of Influence, our Middle School aimed to bring consistency and excellence to every learning environment, with an emphasis on every student's role in bringing a positive influence to the people in their world. As with the majority of schools across the country, we could not predict where the year would take us; however, our staff were ready, flexible and agile in navigating every situation to bring the best for our students.

In 2020, the College had implemented an Integrated Studies program for our Year 7 students and this program continued as the students progressed to Year 8, in 2021. The Integrated Studies program for Stage 4 incorporates a transdisciplinary approach to both the learning experiences and assessment, in the Key Learning Areas of English and HSIE (Geography and History), for all students. Our young people thrived in the introduction of this program and our teaching staff worked diligently, to develop engaging learning experiences for students, whether they were working in a collaborative classroom setting or working from home.

Our new Year 7 cohort for 2021, who had experienced an integrated approach to Science, PDHPE and HSIE, during their Stage 3 learning, were immersed in the Integrated Studies program throughout the year, with a key highlight being the production of their Ancient Egypt Artefact displays.

Our Middle School Teaching Staff were able to deliver exceptional learning opportunities to students, as we entered into home isolation across New South Wales. Our Stage 4 Teaching Team continued to work with delivering online learning to students and refining teaching programs, so that student learning outcomes could still be achieved.

Our Stage 3 Team worked together to transition students to the College's Online Learning Management System, mySPCCiLearn, for the first time. This system allowed for the consistent delivery of



online learning materials and a platform for students to engage with their teachers and one another. Additionally, our Stage 3 teaching team began planning for the implementation of progressive assessment and reporting by developing marking rubrics to assist students in understanding the requirements of their tasks.

Throughout the year, there was a specific focus on improving the engagement of our Gifted and High Potential students through targeted extension programs in Key Learning Areas and a range of external opportunities. These programs were instrumental for bringing a new level of challenge to these students and some of their key achievements included:

- Year 8 Team Winning the Hunter Region Da Vinci Decathlon
- Year 8 Team Winning a regional STEM competition
- Two Write 4 Fun Finalists
- Year 8 Mathematics class engaging in an acceleration program
- Stage 3 team placing first in two disciplines at Da Vinci

With Senior School occupying their newly completed building, the Middle School Administration Offices and Stage 3 Learning Spaces moved into the College Hub building. This building quickly felt like home for the Middle School and has been a blessing, in particular to our Stage 3 Learning Environments, as it has allowed for collaboration and team teaching to continue with ease.

As with 2020, with the arrival of Covid restrictions and school moving to an online environment, our teaching staff rose to the occasion. They prepared engaging lessons and worked tirelessly to support students throughout the time. Our Pastoral Care Teachers would meet with students online and the Wellbeing Team played a vital role in keeping students feeling connected.

Throughout 2021, our Middle School continued to provide excellence in Christian Education, which created a sense of place, belonging, and connection for students. We look forward to all that 2022 will bring.

Mrs Rebekah Margach

Head of Middle School



SENIOR SCHOOL REPORT



The year 2021, in many ways, was an incredible coming of age year for the Senior School, but in so many other ways it was a year full of constant planning, changing, adjusting and evolving along with the ever-moving COVID 19 situation and subsequent guidelines.

The year began with amazing promise in the opening of the new Senior School building, a purpose-built Senior School environment that recognises the transition that Senior School students are going through from adolescence to adulthood.

The new building came at just the right time as our number of enrolments in Senior School continued to grow, with our biggest number enrolments to date in both Year 11 and Year 12. With the growth comes an expanding suite of pathways for students to consider at the HSC level. These pathways include the following:

- Traditional Academic HSC pathway
- Blended Academic and VET pathway
- YES program – Alternate HSC Pathway – New in 2021

The broad range of choices available to our students in their HSC years has translated into stronger retention of students at the College as they transition from Year 10 into Year 11. It also means that students graduating have the opportunity to attain not just their HSC but several other certificate level qualifications as well.

Another change for 2021 was a move away from the traditional Stage 5 (Year 9 and 10) elective subject choices to a structure that is based on areas of student interest, where subjects have been built from the ground up focussing on learning and engagement as the priority rather than assessment. This has meant students in Year 9 and 10 can pick from over 30 different course that range from



traditional CAPA and TAS based subjects all the way through to subjects such as agriculture, child studies, sports science and Talented Athlete Programs.

With the ongoing COVID-19 situation throughout 2021 many of the big memory events that are so important in shaping the culture of our school were unable to go ahead. These included year level camps, mission trips, overseas study tours, college cultural and community days and many other events that shape our sense of community. I look forward to being able to offer these opportunities again soon as they have a significant impact on shaping the self-awareness of our students.

As we entered the second wave of home learning it was encouraging to see how well established our online learning systems and processes are. The lessons we learnt from the first lockdown in 2020 meant that quality learning was able to continue through a well-developed learning management system and timetabled Zoom lessons. While the situation was difficult for parents, many of our students flourished with the modes of learning that were offered.

Another first for 2021, despite it being forced upon us, was HSC Trial Examinations being held while students were on home learning. Thanks to the incredible efforts of our Curriculum Office we were still able to give our Year 12 students the full opportunity to engage in their Trial Exams, something many schools did not offer. I believe it has been this attitude throughout the year, in how the best learning opportunities have been sought, that resulted in over 30 university offers being made for our Year 12 students for 2022. This amounted to the majority of students who were looking to go on to tertiary study being offered the place they desired.

It is an honour to work with a dedicated and talented team of teachers in the Senior School who have a passion for seeing the student's flourish. I look forward to the next stage in the journey of our Senior School.

Mr 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, particularly academic achievement — including the latest advancements in technology, performing arts and sporting endeavours.

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

Specialist Physical Education and Music Teachers from Kindergarten to Year 12 ensure ongoing success and development of our CAPA 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 community.

SENIOR SECONDARY OUTCOMES



Due to the continued impact of COVID-19, the 2021 Year 12 cohort experienced perhaps the greatest disruption to their learning in recent memory. On top of significant disruption in their Year 11 studies, this was repeated with extended lockdown and the movement to remote learning during Terms 2 and 3. This resulted in students undertaking their Trials HSC Examinations in an online format, as well as the unprecedented delay of the Higher School Certificate Examinations.

Our staff are now highly experienced in administering remote learning via the school's Learning Management System. Having implemented remote learning for portions of 2020, the College was well-positioned to maintain a system of hybrid learning for students throughout 2021. This included the implementation of a system of flexible study on Fridays, designed to enhance students' independent learning skills.

The College has continued to develop pathways for all students at the College. This has included the first cohort of students in the Young Entrepreneurs Scheme (YES) Program. This group of students are pioneering a new program which includes VET Certifications in Business Entrepreneurship alongside regular work placements and an HSC compliant pattern of study. This has further enhanced the already-strong program of VET courses at the College.

Vocational Education and Training & HSC Qualifications 2020

Percentage[DC1] of Year 12 students undertaking VET courses: 59% (49 students)

Percentage of Year 12 students : 59% (49 students)

Percentage of Year 12 students : 98% (57 students)

Beyond these figures, students continue to perform well in the middle HSC bands, with some subjects such as Design and Technology, CAFs and PDHPE achieving strong results. When looking at Bands 3-6, students achieved well above the State average in most subjects. The College continues to engage in data analysis and staff professional development to develop a culture of academic achievement.

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 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.

Mr David Cole

Assistant Principal – Teaching and Learning

SENIOR SECONDARY OUTCOMES

	Year	Total Students in Course	School % Band 1-2	Bands 1-2 State Comparison %	School % Band 3-6	Bands 3-6 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
	2021	5	0.00	20.94	100.00	79.06
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	14.73	100.00	85.27
	2019	5	20.00	18.75	80.00	81.25
	2020	3	0.00	21.28	100.00	78.72
	2021	6	16.67	23.83	83.33	76.17
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

	Year	Total Students in Course	School % Band 1-2	Bands 1-2 State Comparison %	School % Band 3-6	Bands 3-6 State Comparison %
	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
	2021	8	0.00	8.74	100.00	91.26
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
	2019	12	8.33	16.19	91.67	83.81
	2020	12	25.00	17.00	75.00	83.00
	2021	12	25.00	12.96	75.00	87.04
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	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	11.93	100.00	88.07
	2020	4	0.00	9.41	100.00	90.59
	2021	1	0.00	11.29	100.00	88.71
CAFS	2014	8	62.50	28.86	37.50	71.13

	Year	Total Students in Course	School % Band 1-2	Bands 1-2 State Comparison %	School % Band 3-6	Bands 3-6 State Comparison %
	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
	2021	10	0.00	6.86	100.00	93.14
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
	2021	4	0.00	6.33	100.00	93.67
Dance	2016	6	0.00	5.00	100.00	95.00
	2021	1	0.00	1.88	100.00	98.12
Design & 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
	2021	4	0.00	2.95	100.00	97.05
Drama	2013	4	0.00	1.88	100.00	98.12
	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

	Year	Total Students in Course	School % Band 1-2	Bands 1-2 State Comparison %	School % Band 3-6	Bands 3-6 State Comparison %
	2019	3	0.00	1.74	100.00	98.26
	2020	5	0.00	2.02	100.00	97.98
	2021	4	0.00	1.52	100.00	98.48
Economics	2019	5	20.00	7.45	80.00	92.55
	2020	1	0.00	8.68	100.00	91.32
	2021	7	14.29	5.67	85.71	94.33
Electrotechnology 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
	2021	5	0.00	16.45	100.00	83.55
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
	2021	5	0.00	7.46	100.00	92.54
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

	Year	Total Students in Course	School % Band 1-2	Bands 1-2 State Comparison %	School % Band 3-6	Bands 3-6 State Comparison %
	2021	12	0.00	0.71	100.00	99.29
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
	2016	26	8.00	13.00	92.00	87.00
	2017	26	20.00	13.00	80.00	86.00
	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
	2021	36	0.00	9.46	100.00	90.54
English Studies Exam	2019	1	100.00	64.45	0.00	35.55
English Ext 1	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

	Year	Total Students in Course	School % Band 1-2	Bands 1-2 State Comparison %	School % Band 3-6	Bands 3-6 State Comparison %
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	66.67	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
	2021	6	0.00	13.35	100.00	86.65
French Beginners	2015	1	0.00	12.67	100.00	87.33
	2018	1	0.00	13.98	100.00	86.02
Geography	2013	4	25.00	16.12	75.00	83.88
	2014	2	0.00	14.94	100.00	85.06
	2021	9	22.22	8.02	77.78	91.98
Hospitality (Kitchen Operations) Exam	2019	6	16.67	10.38	83.33	89.62
Hospitality (Food and Beverage) Exam	2020	7	0.00	8.64	100.00	91.36
	2021	12	0.00	12.77	100.00	87.23
IPT	2015	7	28.57	14.70	71.43	85.30
Information Technology	2018	8	12.50	23.44	87.50	76.56

	Year	Total Students in Course	School % Band 1-2	Bands 1-2 State Comparison %	School % Band 3-6	Bands 3-6 State Comparison %
	2019	10	30.00	20.15	70.00	79.85
	2020	9	0.00	19.21	100.00	80.79
	2021	4	0.00	20.65	100.00	79.35
Investigating Science	2019	10	30.00	20.90	70.00	79.10
	2020	6	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
	2021	13	30.77	13.63	69.23	86.37
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
	2021	1	0.00	16.61	100.00	83.39
Mathematics (Standard 2)	2019	24	16.67	16.39	83.33	83.61

	Year	Total Students in Course	School % Band 1-2	Bands 1-2 State Comparison %	School % Band 3-6	Bands 3-6 State Comparison %
	2020	28	25.00	24.45	75.00	75.55
	2021	31	29.03	21.36	70.97	78.64
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
	2021	9	33.33	6.15	66.67	93.83
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)	100.0 (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)
	2021	3	100 (E1/E2)	27.74 (E1/E2)	0 (E3/E4)	74.26 (E3/E4)
Mathematics Ext 2	2018	1	100 (E1/E2)	14.44 (E1/E2)	0 (E3/E4)	85.56 (E3/E4)
	2021	1	100 (E1/E2)	13.37 (E1/E2)	0 (E3/E4)	86.63 (E3/E4)
Modern History	2012	1	0.00	10.13	100.00	89.84

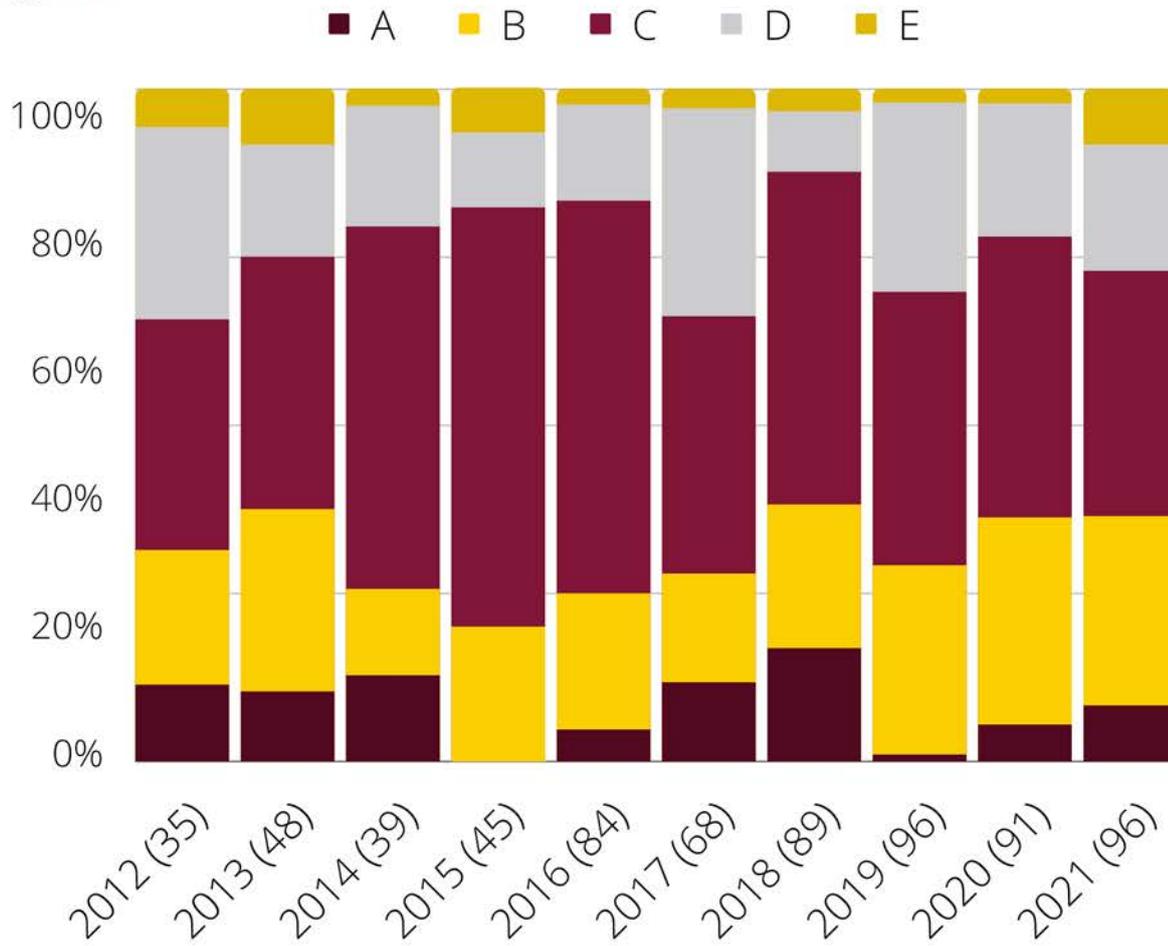
	Year	Total Students in Course	School % Band 1-2	Bands 1-2 State Comparison %	School % Band 3-6	Bands 3-6 State Comparison %
	2014	2	0.00	9.93	100.00	90.07
	2015	5	20.00	9.79	80.00	
	2016	6	0.00	13.00	100.00	87.00
	2017	4	25.00	14.00	75.00	86.00
	2018	7	14.29	17.76	85.71	85.24
	2019	8	0.00	13.00	100.00	87.00
	2020	8	12.50	15.54	87.50	84.46
	2021	10	30.00	15.79	70.00	84.21
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
	2021	2	0.00	1.70	100.00	98.30
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

	Year	Total Students in Course	School % Band 1-2	Bands 1-2 State Comparison %	School % Band 3-6	Bands 3-6 State Comparison %
	2020	18	16.67	14.40	83.33	85.60
	2021	10	0.00	13.54	100.00	86.46
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
	2021	4	0.00	9.15	100.00	90.85
Society and Culture	2017	1	0.00	6.59	100.00	93.41
	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
	2021	3	0.00	6.16	100.00	93.84
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	11	27.27	4.40	72.73	95.60
	2016	10	10.00	6.00	90.00	94.00
Studies of Religion 2	2015	3	100.00	10.05	0.00	89.95

	Year	Total Students in Course	School % Band 1-2	Bands 1-2 State Comparison %	School % Band 3-6	Bands 3-6 State Comparison %
	2016	2	0.00	10.00	100.00	90.00
	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
	2021	4	0.00	5.22	100.00	94.78
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
	2021	6	0.00	1.57	100.00	98.43

GRADE HISTORY

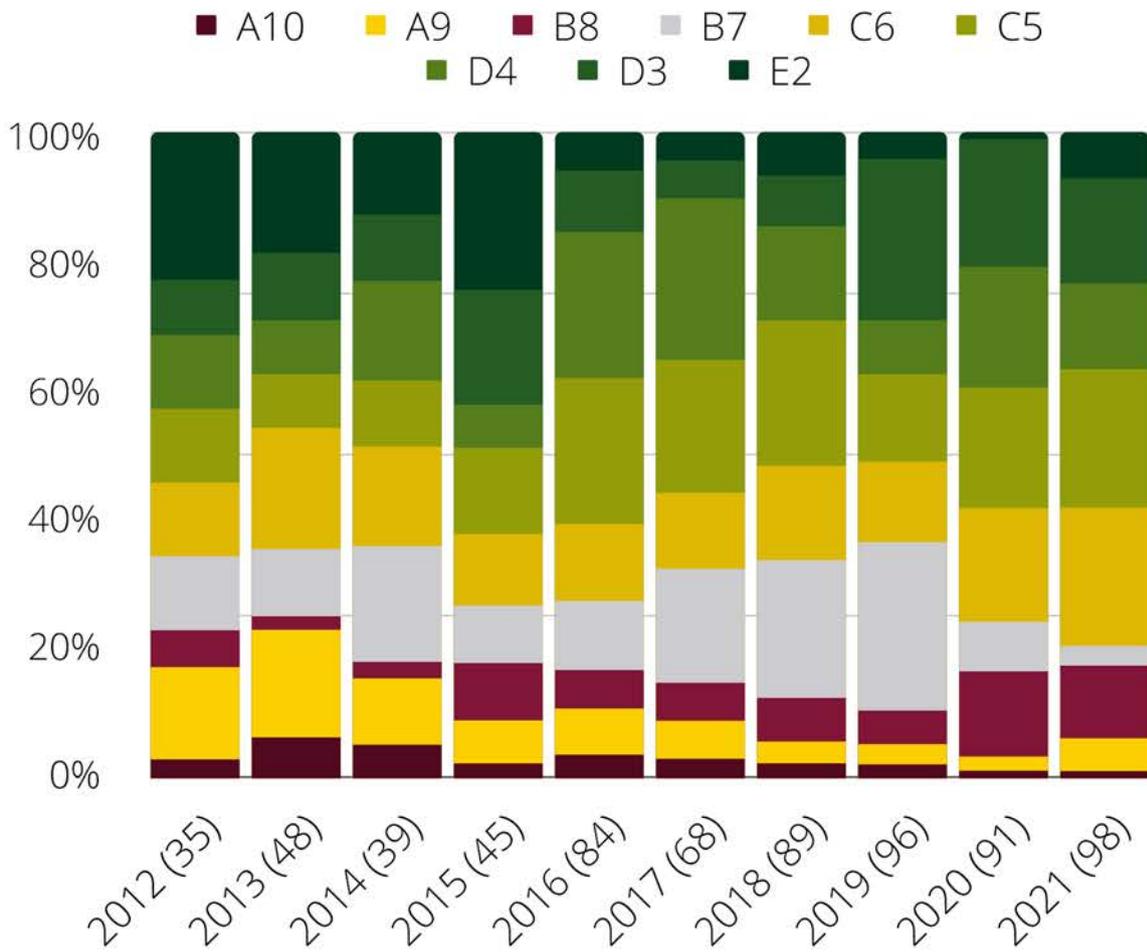
English



Data Sets	A	B	C	D	E
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	17.94	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
2021	8.33	28.12	36.45	18.75	8.33

GRADE HISTORY

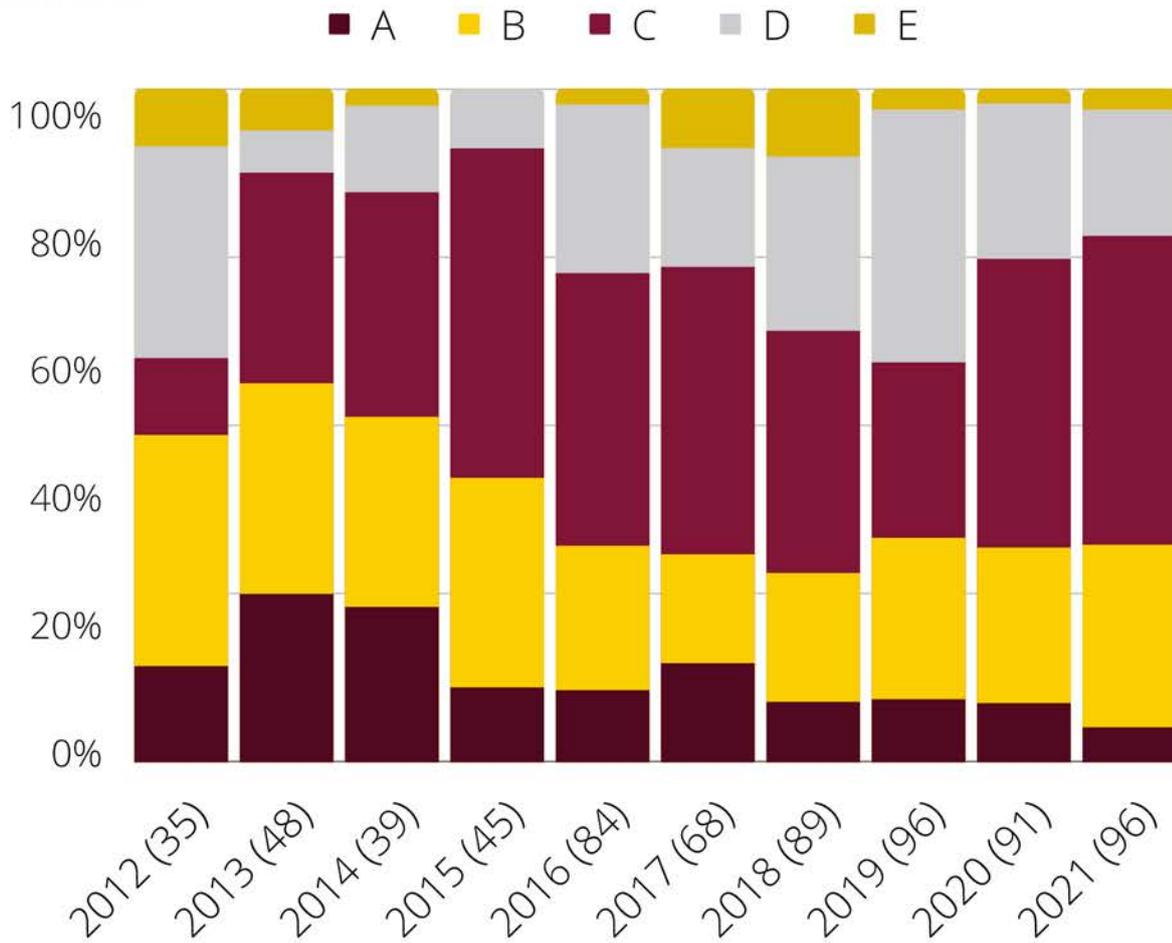
Mathematics



Data Sets	A10	A9	B8	B7	C6	C5	D4	D3	E2
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
2021	1.02	5.1	11.22	3.06	21.42	21.42	13.26	16.32	7.14

GRADE HISTORY

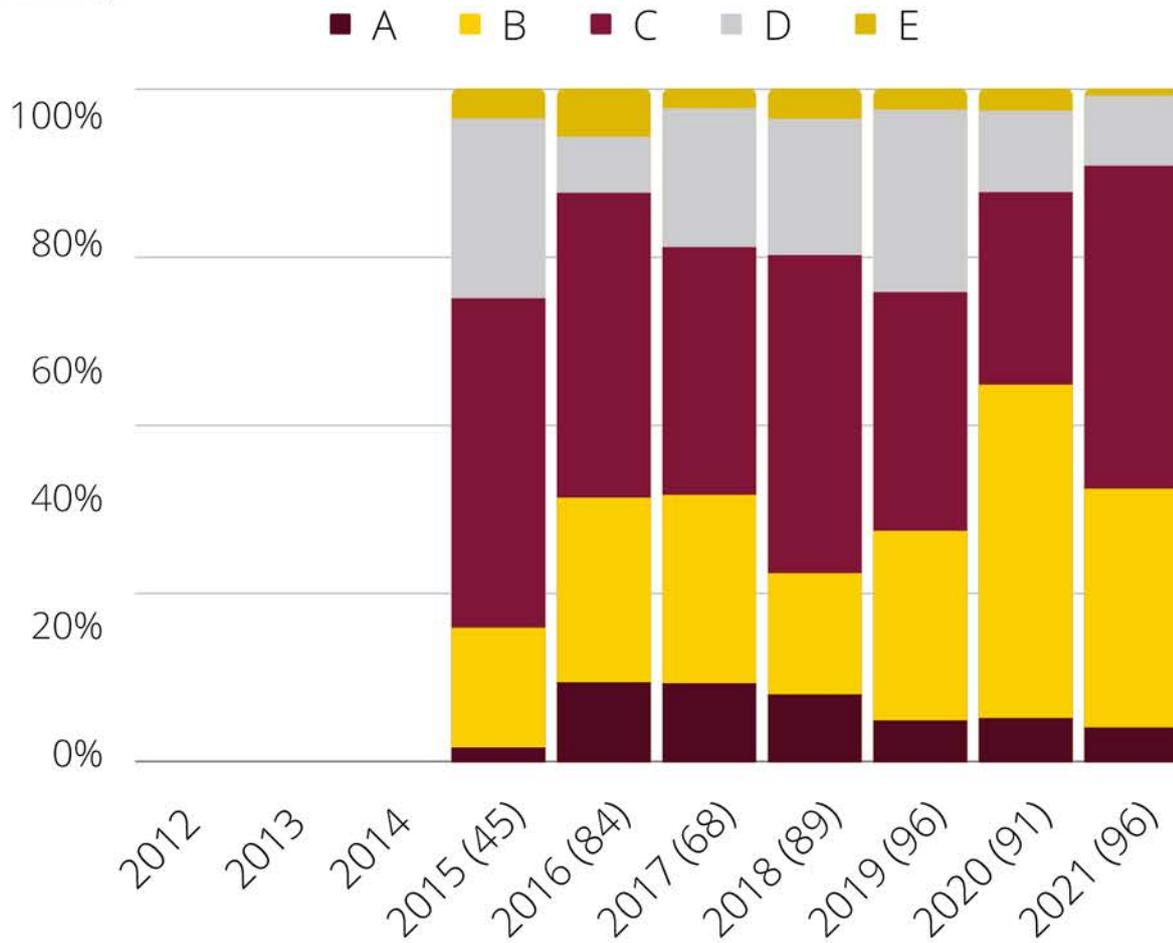
Science



Data Sets	A	B	C	D	E
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
2021	5.2	27.08	45.83	18.75	3.12

GRADE HISTORY

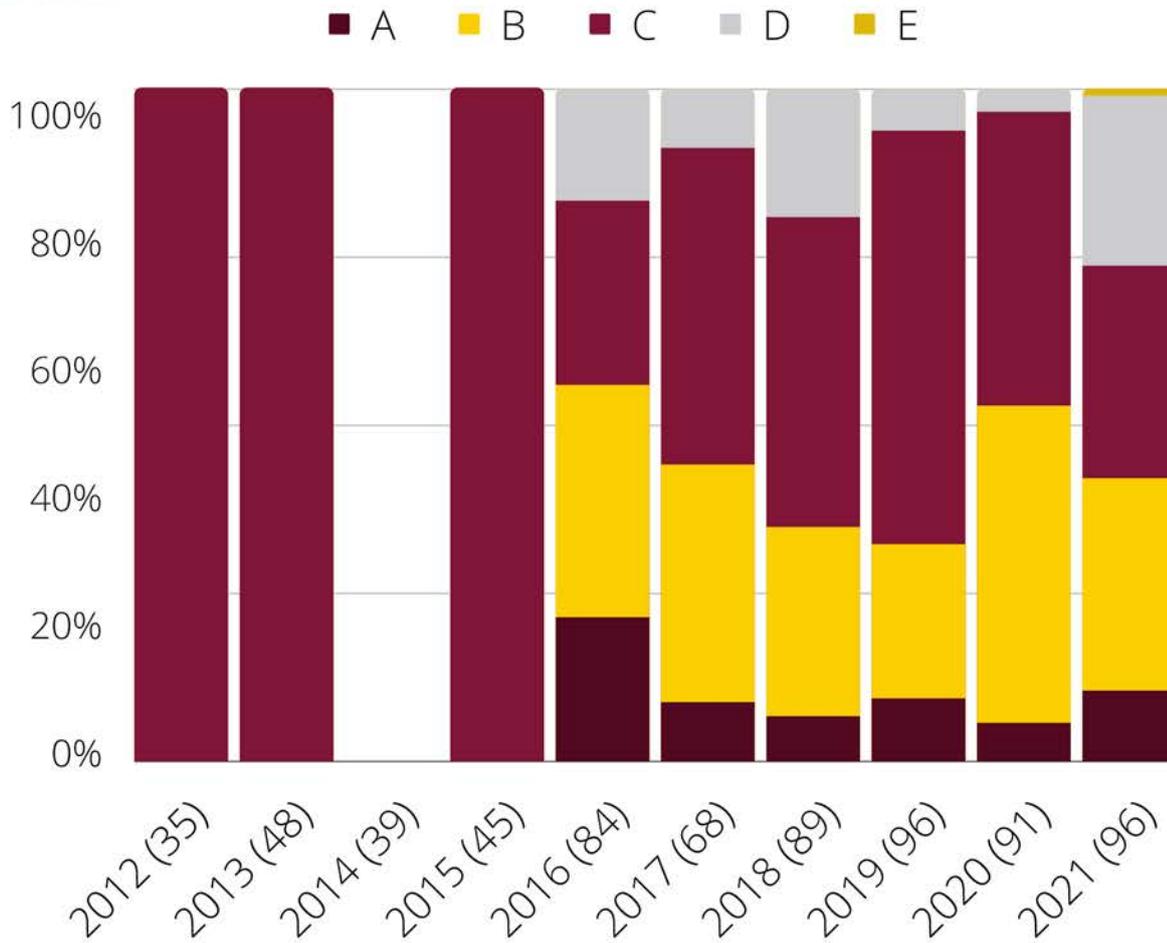
History



Data Sets	A	B	C	D	E
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
2021	5.2	35.41	47.91	10.41	1.04

GRADE HISTORY

PDHPE



Data Sets	A	B	C	D	E
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	
2021	10.52	31.57	31.57	25.26	1.05

TEACHER QUALIFICATIONS & PROFESSIONAL LEARNING

This year all new staff undertook the Gallup Strengths Assessment to identify how they operate effectively in their approach to work. This involved utilising 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.



PERSONAL DEVELOPMENT

Date	Professional Development	Staff Member
07/01/2021	Maths Package: Ext 1 & Ext 2	Mick Low
18.01.2021	Solution-Focused Approach Workshop	College Leadership Team
1.02.2021	Agile School Leadership Program	Matt Connett, Margaret Pond, Brendon Guest
3.02.2021	Technology Mandatory — Engineered Systems Online	Jasmin Gambrill
4.02.2021	Dr Grant Kleeman Geography Presentation	MS/SS Geography Teachers
8-10.02.2021	Strengths Consultations and Workshop	New Staff
9.02.2021	CAA's New Career Advisor Day	Jessica Holiga
9.02.2021	Heavy Vehicle Defensive Driver Training	8 Staff Members
17.02.2021	CPR Training	All Staff
3.03.2021	AIS Course — Designing a K-12 Whole School Wellbeing Approach and Scope and Sequence	Belinda Shields
4.03.2021	AIS Principal Induction Program	Matt Connett
17.03.2021	Law for School Counsellors	Belinda Shields
19.03.2021	AIS Course — Diverse Pathway: Brighter Futures	Jessica Holiga
16.04.2021	Ceramics Workshop	Alysia Neirinckx, Skye Manning
28.04.2021	Warden Training and Evacuation Exercises	All Staff
4.05.2021	The Impact Cycle 2-Day Workshop	Alysia Nerinckx, Luka Adams, Shelly Kelly, David Cole
6.05.2021	Academic Reporting Stylesheets Online Sessions	Katrina Van Vorst, Sienna McCloy, David Cole
11.05.2021	AIS Retail Webinar	Ben Archer
18.05.2021	AIS Business and Financial Services Webinar	Ben Archer

Date	Professional Development	Staff Member
20.05.2021	PD2 HSC Physics: Experiments and Investigations 2 Online (Modules 7,8)	David Simpson
25.05.2021	Data Analysis 101 for Educators Digital Course	David Cole
27.05.2021	Self-Directed Learning Webinar	David Cole
27-28.02.2021	MacqLit PD Workshop	Erin Lynch, Rachel Horsnell
7.06.2021	AHISA Director of Studies Conference	David Cole
10.06.2021	National Boys Education Conference	Phil Gallagher, Peter Reid
17.06.2021	AIS Course — Visual Arts on Show — Celebrating Creativity, Imagination and Artistry	Jade Dobson, Skye Manning, Alysia Neirinckx
17.06.2021	Working on Heights Course	Justin Moore
24.06.2021	Applied Suicide Intervention Skills Training	Alex Green, Charissa Foster
24.06.2021	Inclusivity in Education and the Impact of Learning Spaces	Margaret Pond
30.06.2021	Success with Dyslexia Online Course	Kajsa-Lisa Ferguson
8.07.2021	Teachers Matter Online Summit 2021	Margaret Pond
15.07.2021	Youth Mental Health First Aid Course	25 Staff Members
30.07.2021	REWIREed Presentation	Hannah Nixon
11.08.2021	APSMO PD Course	Chloe Gallagher, Hannah Nixon
17.08.2021	AIS Online Course — Respectful Relationships: A Collaboration Between PDHPE and Wellbeing	Corey Rowntree
19.08.2021	Executive Coaching Consultations (Ongoing)	Matt Connett, Margaret Pond, Karri Matheson
1.09.2021	Partners in Ministry Coaching Session	Matt Connett
3.09.2021	Finding Success and De-Stree with Remote Learning	Corey Rowntree, Mark Rowntree
7.09.2021	Mathematical Association of NSW (MANSW) Online Event — Different by Design	Tom Sowden
7.09.2021	AIM Language Learning	Robyn Reid
15.09.2021	Sciences Teachers Association Stage 6 Conference	Karen Gouws, Joshua Lam, Isabella Stratford, Harrison Deanshaw
15.09.2021	Warden Skills Retention Session and Fire Extinguisher Training	Wardens

Date	Professional Development	Staff Member
16.09.2021	Executive Strategy Review and Planning, Mentoring and Coaching	Executive Staff
27.09.2021	Scissor Lift Training Course	Isaiah Griffin, Jordan Brewer, Phill Hiron, Justin Moore, Corey Muddle
4.10.2021	Supporting Students with Down Syndrome Online Course	Caitlin Taylor, Rachel Horsnell, Michelle Fisher, Sky Wilson
6.10.2021	Dance Educators Professional Association of NSW Mat's Ek's Juliet and Romeo	Jessie Wallace
15.10.2021	Accelerated Coaching Certification	Matt Stackhouse
22.10.2021	Law for School Nurses	Kristin Close, Eliza Lundberg
28.10.2021	The Impact Cycle 2-Day Workshop	Bec Johnson, Cathy Taylor, David Dalgleish, Lisa Schillert, Emma Crofts
29.10.2021	AIS Online Course — Focus on Mathematics Extension 1 and 2	Ben Peacock, Mick Low
29.10.2021	Alphacrucis Course	Alex Green
5.11.2021	Executive Coaching and Mentoring Group Discussion	Executive Staff
19.11.2021	Child Studies Workshop	Corey Rowntree
22-23.11.2021	MiniLit Sage PD Workshop	Andrew Taylor, Leanne Walsh, Lorraine Saxon, Rachel Horsnell, Leanne Preece, Karen Ogilvie, Skye Wilson, Kajsa-Lisa Ferguson
6.12.2021	Chaplaincy Course	Isabel Chopping
14.12.2021	The Zones of Regulation Comprehensive Full Day Webinar	Kajsa-Lisa Ferguson

STAFF

School Staff

	<u>2020</u>	<u>2021</u>
Teaching Staff	92	99
Fulltime Equivalent Teaching Staff	87.5	92.8
Non-Teaching Staff	50	57
Fulltime Equivalent Non-Teaching Staff	41.6	46.22

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	97
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	1
Teachers who do not have qualifications as described above but have relevant successful experience or appropriate knowledge relevant to the teaching context	1	1

STUDENT ATTENDANCE

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



Student Attendance Report 2021 — Cessnock Campus

Year	Enrolment	Absence	Full Days	Attendance	Attendance %
Kindergarten	87	883	16182	15299	94.5%
Year 1	87	960	16182	15222	94.0%
Year 2	81	900	15066	14166	94.0%
Year 3	92	970	17112	16142	94.3%
Year 4	98	1269	18228	16959	93.0%
Year 5	76	903	14136	13233	93.6%
Year 6	85	1138	15810	14672	92.8%
Year 7	130	1892	24180	22288	92.2%
Year 8	110	1490	20460	18970	92.7%
Year 9	119	1951	22134	20183	91.2%
Year 10	104	1718	19344	17626	91.1%
Year 11	107	1365	19902	18537	93.1%
Year 12	67	716	12462	11746	94.3%
Total	1244	16164	231384	215220	93.0%

Retention of Year 10 to Year 12

The retention rate of students who completed Year 10 in 2019 (100 students) and continued on in the College to complete Year 12 in 2021 (62 students) was 62%.

Post-School Destinations

Post-School Destinations	
University	32
Workforce or Seeking Employment	23
TAFE	2
Other	10

Characteristics of Student Body

Total Enrolments K-12	1152
Boys	591
Girls	561
Fulltime Equivalent Enrolments	1152
Indigenous Students	8% (92 students)
Language Background Other Than English	7% (80 students)

POLICIES

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, 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. 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 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.

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 databases.

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

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

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 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 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 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:

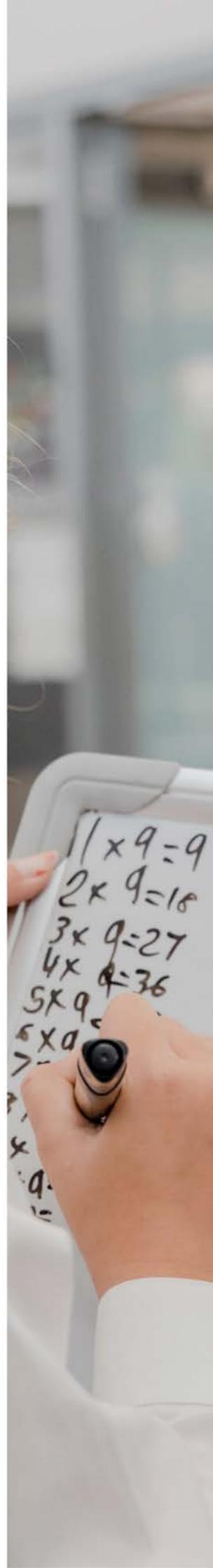
- Christ First
- Serve One Another
- Strive for Excellence
- Do What is Right
- Build Community



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

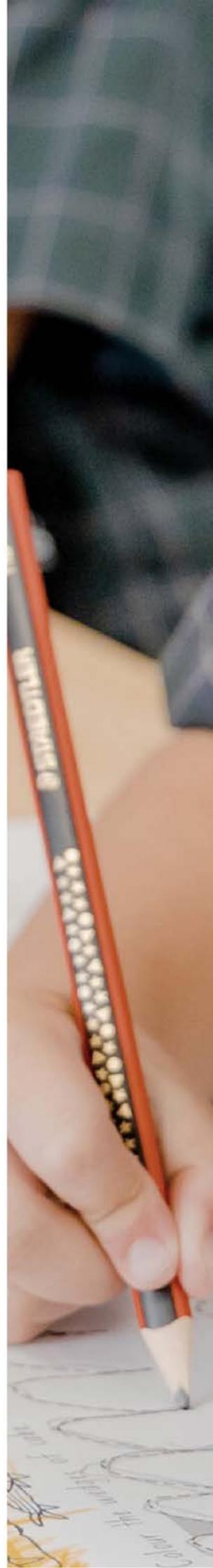
Student welfare encompasses the mental, physical and emotional wellbeing of students. Student welfare policies and programs are essential for developing a sense of self-worth and fostering personal development. Student welfare is an integral part of the College's operations and covers many areas including:

- Programs that the school provides to meet the personal, social and learning needs of the students
- Effective discipline
- Early intervention programs for students at various 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.

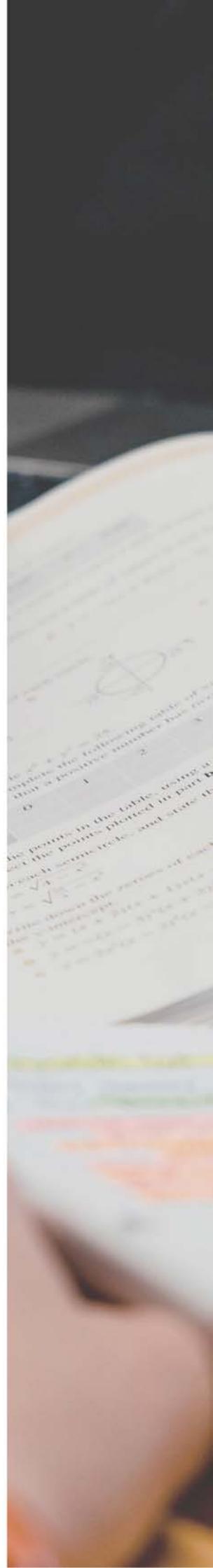
Student welfare is the foundation of many College documents and is therefore addressed in the totality of the College's policies and procedures. For further details on how we address the area of a 'student welfare' please refer to the following College documents:

:

- 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



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 which 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 are appropriately and effectively responded to.



Definition — Bullying occurs when a person or group of persons deliberately and repeatedly hurt or frighten 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/au.>)

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 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 behaviour
- 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 compassionate towards and accepting of each other. Therefore any act of bullying, 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.

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 the 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
- Provide feedback to the appropriate persons when bullying and harassment issues occur.
- Support and implement programs that provide information, strategies and counselling 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

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 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 all students feel valued and supported. To achieve this we need to employ strategies which enable students to develop and model appropriate behavior 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 school and will be involved in the process to address this.



Context

1. Students are required to abide by the school's rules and to follow the directions of teachers and other people with authority delegated by the School.

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. Where the offending behaviour is of such a nature that it may result in suspension or expulsion the Principal will reach a decision in relation to the allegation and recommend the penalty to be imposed to the Executive 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 Executive 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 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

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 emphasises 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

3.2 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 the College and it's 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

6.2.7 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 their 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

6.4 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

6.5 Parents/Carers

6.5.1 Direct to appropriate persons

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.



STRATEGIC PLAN 2021

Motto

"The Way, the Truth and the Life"

Mission

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.

Values

1. Christ First - we want to honour Christ in all things.
2. Serve One Another - we want to appreciate the unique God-given potential of each person.
3. Strive for Excellence - we want to aim to do our very best all the time.
4. Do What Is Right - we want to always behave in a Christian manner.
5. Build Community - we want everyone to feel they belong.

School Vision

St Philip's Christian College Cessnock is an innovative, dynamic and supportive learning environment where every student's unique personality and strengths are encouraged to shine.

We passionately believe in having a safe and supportive school where every student is cherished and encouraged to strive for excellence in all areas of their life. Our approach to wellbeing ensures that students' physical, academic, spiritual and emotional needs are being nurtured.

We are committed to providing high quality education in state-of-the-art facilities and developing character traits and skills that will prepare our students to be successful for the whole of their life.



St. Philip's Christian College seeks to be a leading provider of quality Christian schooling within our nation, where:

1. Every student develops a personal faith in Jesus Christ and is empowered to live with purpose, integrity and joy.
2. Every student achieves their God-given potential and is well equipped to make a significant contribution to society.
3. Every student benefits from innovative and effective learning experiences taught by skilled and dedicated teachers.
4. Every student enjoys a safe and secure learning environment wherein they feel connected and affirmed.
5. Every student contributes to a culture of respect, dignity, care and concern for others.
6. Every student has access to excellent learning resources and is taught in the best learning facilities we can provide.

Foundation Strategies 2021 - 2025

FOCUS AREAS		STRATEGIES					
CHRISTIAN GROWTH	Inviting People to Follow Jesus	Teaching the Christian Faith with Excellence	Encouraging Leadership and Service Learning	Keeping Personal Relationship with God			
EDUCATIONAL EXPERIENCE	Achieving Personal Best in Learning	Embedding Whole of Life Learning	Teaching with High Impact Strategies	Employing Exceptional Staff	Promoting a Culture of Professional Learning	Inspiring Creativity and Innovation	
PASTORAL CARE AND WELLBEING	Promoting Student Voice	Developing Resilience	Building Positive Relationships	Health/Wellbeing as a Priority & Shared Responsibility	Enhancing Staff Engagement		
COMMUNITY AND CULTURE	Promoting a Culture of Belonging	Broadening Strategic Relationships	Embedding a Culture of Child Safety	Valuing our School Community	Impacting our Community		
GROWTH AND SUSTAINABILITY	Growing Enrolments	Developing Educational Infrastructure	Stewarding Resources Wisely	Adopting a Low-carbon School Agenda	Encouraging Philanthropy	Strengthening Reputation	Wise Governance

1 Year School Improvement Plan

FOCUS AREAS	STRATEGY	OBJECTIVES	PROJECT	MEASURE	LEADERSHIP RESPONSIBILITY
CHRISTIAN GROWTH	Teaching the Christian faith with excellence	<ul style="list-style-type: none"> Focus on Christian Worldview in all programming and teaching Embed opportunity for Biblical discussion Christian Studies program/scope overhaul Staff personal Christian walk 	<ul style="list-style-type: none"> External and Internal PD developed and delivered upskilling staff in delivering all curriculum from a Christian worldview. Conduct Audit and review of Christian Studies scope and program Pastoral care catchups with Principal Input into sub-school meetings encouraging personal reflection and action steps Incorporate Christian journey questions into yearly staff reflection 	<ul style="list-style-type: none"> Every program displays genuine links to Christian worldview Audit and review complete with recommendations made Continued growth in the presentation of the fruits of a Christian life lived out in front of our community 	<u>MCO</u> VWA + team (from CLT + invited others)
EDUCATIONAL EXPERIENCE	Teaching with High Impact Strategies	<ul style="list-style-type: none"> Use data to know what is and isn't working Build independent learners-lifelong learners Identify & champion excellent staff practice Advertising focus on student learning excellence - community engagement Committing to core programs larger terms 	<ul style="list-style-type: none"> Create Learning framework Create coaching program Embedded model of professional development 	<ul style="list-style-type: none"> Learning rainforest Clear coaching Staff structured training Lesson observations Retain our top students/attract top students 	<u>DAC</u>
PASTORAL CARE AND WELLBEING	Promoting Student Voice (and staff)	<ul style="list-style-type: none"> More students putting their hand up for leadership, particularly boys, both formally and informally Allow students to see if they have that skill set All staff asking for opportunities (initiative) All staff being more willing to put their name forward for opportunities 	<ul style="list-style-type: none"> Increased interactions between different year groups and sub schools (mentoring). Leadership development program Create house program Commendation program 	<ul style="list-style-type: none"> Passionate person for each house Year coordinator gets a house position 7 -12. 	<u>MPO</u>
COMMUNITY AND CULTURE	Broadening Strategic Relationships	<ul style="list-style-type: none"> Increase mutually beneficial relationships and be intentional to utilise local businesses within the school. Aligning curriculum and year group projects with community group 	<ul style="list-style-type: none"> Business directory updated for staff and community Create cross campus teams Parent education 		<u>PGA</u>
GROWTH AND SUSTAINABILITY	Adopting a Low-carbon School Agenda	<ul style="list-style-type: none"> Engage students in sustainability. Increase recycling around the school. Water bottle campaigns. Re-establish trees throughout the property. Create school design to establish recycling areas. 	<ul style="list-style-type: none"> Recycling stations around school Recyclable containers in the canteen Possible station at canteen Sell water bottles at canteen Map of bottle filling points around school Compost bins throughout the school Tree planting 	Students, Jacques and Brendon create plan	<u>BGU</u>

3 Year School Improvement Plan

FOCUS AREAS	STRATEGY	NOTES
CHRISTIAN GROWTH	Inviting People to Follow Jesus Encouraging Leadership and Service Learning	<ul style="list-style-type: none"> • A culture where the presentation of the gospel is normal, encouraged and responded to. • A culture where people are valued, respected and loved • A culture where Christ is demonstrated through the love shown towards each other as we minister to the community. • Camps – programmed and permanent camps that encourage students to investigate and step into their leadership potential. • Beyond experiences - a range of optional, user pays experiences that aim to stretch students outside their comfort zone – experientially, culturally, through service and exposure to a spiritual purpose that is beyond them
EDUCATIONAL EXPERIENCE	Inspiring Creativity and Innovation Achieving Personal Best in Learning	<ul style="list-style-type: none"> • For a purpose • Culture of Learning • Use of data to inform professional practice and student learning
PASTORAL CARE AND WELLBEING	Developing Resilience Health/Wellbeing as a priority and Shared Responsibility	<ul style="list-style-type: none"> • Staff training • Technology Implementation • Technology free times • Culture of Wellbeing
COMMUNITY AND CULTURE	Impacting our world Promoting a culture of belonging	<ul style="list-style-type: none"> • Link to service learning • Inclusive education
GROWTH AND SUSTAINABILITY	Developing Educational Infrastructure Strengthening Reputation	<ul style="list-style-type: none"> • Ongoing building programs • Known for excellence in education, high standards in student well-being/pastoral care, excellence in facilities

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.

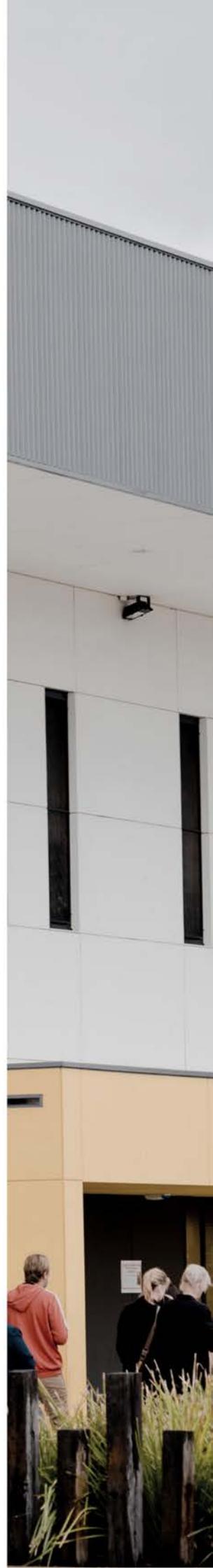
Communication opportunities include:

- 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
- Positive staff involvement in Employee of the Month nominations



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 (via Zoom when necessary)
 - Meet the Teacher
 - Information Nights
 - Discussions with Parents on Informal Occasions

Extract from Parent Email

'Every single person I have dealt with, was filled with love! All of you "live by example" and shine the Lord's light onto every single child in SPCC. My children have been blessed to have been part of your WONDERFUL college.'



FINANCIAL INFORMATION

SPCC Cessnock Income by Source	2020		2021	
	Percentage	Amount	Percentage	Amount
Federal Recurrent Grants	49.5%	\$12,787,500	57.2%	\$14,224,159
State Recurrent Grants	12.3%	\$3,250,742	14.5%	\$3,607,975
Nett Tuition Fees	21.2%	\$5,599,879	25.2%	\$6,270,323
Government Subsidies	15.0%	\$3,951,387	0.0%	\$0
Other Income	1.9%	\$513,304	3.1%	\$775,275
Total		\$26,102,812		\$24,877,732

SPCC Cessnock Expenditure by Category	2020		2021	
	Percentage	Amount	Percentage	Amount
Salaries and Related Expenses	67.7%	\$14,100,512	68.5%	\$15,385,330
Non-Salary	18.5%	\$3,857,293	19.6%	\$4,389,853
Capital Expenditure	13.8%	\$2,869,402	11.9%	\$2,671,039
Total		\$20,827,207		\$22,446,222

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 MySPCC (our parent portal) to notify parents that it is available.



ANNUAL
REPORT
2021