



# Annual Report 2022



# 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 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



"Jesus answered, "I am the way, the truth and the life..." John 14:6 NLT

Greetings,

It is my privilege to be able to present this report to the Foundation for the year ended December 2022

Over the many years of my involvement with St Philip's I have always been intent on growing our resolve to maintain our place as leaders in education for the "Whole of Life." This means quality education for every student, right from pre-school to year 12 and beyond. When students are presented with holistic Christian education and values, they are better equipped to have considerable impact for good in their communities.

Our Vision, Mission and Core values underpin all that we do. St Philip's is a Christ-centered community, living out our core values of:

- 1: Christ First - we want to honour Christ in all things.
- 2: Serve One Another - we want to appreciate the God-given potential of each person.
- 3: Strive For Excellence - we want to aim to do our 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.

It is essential that the six vision statements, the mission statement and the five core values are daily affirmed. The importance of maintaining strong commitment to these ideals cannot be overstated.

2022 has been arduous in many ways, affected in part by the ongoing challenge of operating in a Covid-affected environment, especially in the first half of the year, and I thank all staff for the way in which their respective roles have been consistently carried out. Student learning and outcomes are enhanced and strengthened by their expertise and Christian example. I appreciate that our leaders take seriously their responsibility to guide staff and students in the "culture" of St Philip's.

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I extend my sincere thanks and appreciation to Mr Graeme Irwin, our Executive Principal/CEO who continues to lead the St Philip's organisation with Godly intent, vision and resoluteness. Thanks also to the Principals and Senior Leaders of our schools, Narnia and the Teaching School, Foundation Office staff; the leadership of Mrs. Michelle Caerelli, creating new initiatives and effectiveness for DALE and Young Parents schools. The new venture of the "Saints After School Academy" under the leadership of Mr. Paul Welham is an exciting new endeavour and an investment into young people's lives which, no doubt, will enhance and add to their experience and life skills.

A special thank you to Mr. Craig Harvey, Locum CFO for the latter part of 2022 after the resignation of Mr. Matthew Gray in July. Craig assisted our new CFO Mr. Jaques Cronje as he "comes to grips" with, and understands the workings of St Philip's. I welcome Jaques to St Philip's and know that his expertise and dedication will be valuable to our organisation.

The building program is moving along nicely, with the Foundation Central office in Bridge Street and the ALC at Newcastle school to be completed and occupied during 2023. The new Junior School building at Port Stephens is also underway as are many important smaller projects around the organisation. We are ever thankful to God for his provision.

My thanks to the Board of Directors, whose abilities, experience and knowledge are greatly appreciated. It is a pleasure to work alongside you all in ensuring that St Philip's remains a powerful entity at the forefront of Christian education in this region and beyond.

"The steadfast love of the LORD never ceases, his mercies never come to an end; they are new every morning; great is your faithfulness." Lamentations 3:22-23

Grace and Peace,

Les Holland

*Chairman, Board of Governors, SPCEF*

AGM 25th May 2023

# CEO Report



This annual report focuses on the achievements of the school community during 2022 and so I encourage you to read through the report to see the many positive outcomes for students and staff. This particular section, being my CEO report, provides a general overview of the year regarding the wider school group, senior staff matters, board matters plus infrastructure projects.

But firstly, I offer my congratulations to each and every student who make up our schools and centres. We have babies to pre-schoolers in Narnia, children across our Junior Schools, emerging adolescents in our Middle Schools and young adults in our Senior Schools. Well done for the hard work and effort you have put in during 2022. Thank you for helping build a great culture within our schools where everyone flourishes. Remember, if you put in the effort, the rewards will be there for you.

Secondly, my appreciation to all our staff, including our Teacher Trainees, for your hard work and contribution during 2022. A school is nothing without good staff and with brilliant staff is able to achieve much for students and the community. The quality of our staff at St Philip's is impressive, and at a time when there are staff shortages across the education sector, we have maintained a high-quality workforce. Thank you!

2022, as everyone reading this is probably aware, was a significant year for St Philip's, being our 40th Anniversary. The 4th February, 1982 was the very first day of school for St Philip's Christian College for our very first school at Waratah. When SPCC Waratah first opened its doors within the St Philip's church building in 1982, there were two teachers and 26 students. Now in 2022 we have grown to over 4,600 students and 850 staff across, 4 x K-12 schools, 6 x Early Learning Centres, 4 x Dynamic Learning Schools, 2 x Young Parents schools as well as providing Tertiary education through the St Philip's Teaching School.

It was fitting then that the theme for 2022 was Thankfulness, and the associated Bible verse directed our attention to the need to live like we are thankful. If we are thankful to God for his blessings, we will live like thankful people ensuring that what we say and what we do represents him well.



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‘And whatever you do or say, do it as a representative of the Lord Jesus, giving thanks through him to God the Father.’ Colossians 3:16-17 NLT

We chose this theme because we have been greatly blessed! We saw the year as an opportunity to pause and spend time reflecting on what God has done and to learn to be grateful and give the credit to Him. Thankfulness is very much key to health and wellbeing within any community and a thankful person and a thankful community are positive and strong!

Our 40th anniversary celebrations took many forms. A significant number of events were held throughout the year including, a gala dinner, art-gallery showcase, cross school musical *The Little Mermaid*, open day and alumni activities. Thank you to Pam and the team at Waratah for hosting these events and going above and beyond to include our alumni and our other schools. It was a wonderful time to reflect on God’s blessing over the years and to see the growth of Christian schooling in the hunter region and beyond.

I am always grateful for the amazing team of professionals I get to work with. They are skilled and dedicated and together we achieved much in 2022. In particular, I want to acknowledge the members of ‘SPELT’. This group is made up of the most senior executive in St Philip’s and the acronym SPELT is an abbreviation for St Philip’s Executive Leadership Team. The significant changes within this group follows.

In January 2022, following Michelle Cairelli’s appointment to Principal, of what is now the Dynamic Learning College and Young Parents College, Cameron Johnston was appointed as acting Principal for SPCC Gosford. Cameron had been serving in the role of Deputy Principal of Welfare and Operations prior to this appointment and had been employed at SPCC Gosford since 2013.



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In September 2022 Cameron's permanent appointment to the role of Principal was announced following a process to confirm this appointment. Cameron is a capable leader, who has faithfully empowered his staff to deliver on the commitment given to all families in pursuit of the College's mission: to provide quality education in a caring, secure and challenging learning environment based on Christian beliefs, values and practice. He is passionate about seeing every child reach their God-given potential and has a proven record of engaging students through innovative and inclusive education pathways. He is committed to developing educational leaders who will inspire students and change communities.

In July 2022, Mr Matthew Gray resigned from his role of CFO. Matthew commenced with the organisation in 2019 and provided significant support and guidance over the ensuing challenging time of COVID. To allow us time to conduct a thorough recruitment process for this significant role, Craig Harvey from Resolve Consulting was appointed Interim CFO Consultant until such time as a new CFO was appointed.

In November 2022, following a national advertising campaign, Mr Jacques Cronje was appointed as CFO. Jacques is a man of outstanding character and brings with him a wealth of knowledge and experience in the finance sector as well as a passion for Christ and a desire to pursue a vocation which enables him to utilise his God-given skills for Kingdom purposes.



At the Staff Conference in July 2022, we took some time to honour three Board Members for their contribution to St Philip's over significant time periods. Firstly, Paul Dorrity served as a Board Member from 2010 to 2022 (12 years). Paul was originally a parent and also a member of the SPCC Port Stephens School Council. Secondly, Tony Urquhart served from 2001 to 2022 (21 years). Tony along with his wife Jenny were parents at Waratah and always great supporters. Tony is probably best known at Waratah as the parent who first went with his children to the famous Year 6 Coachwood outdoor camp, and then continued to attend every year afterwards as a volunteer leader. Lastly, Edna Dobson served from 1994 - 2010 and then from 2013 - 2020 (23 years). Edna and husband Gordon are parents of a teacher (Susan Bartlett) and grandparents of now ex-student Sam and Josh (Waratah). Edna was on the Board and involved in the decision to commence every new school we have started from Port Stephens in 1995 to the St Philip's Teaching School in 2018.

Being a St Philip's Board Member is a volunteer role that is taken on to support and further the vision of Christian education through the St Philip's Christian Education Foundation. Board Members are now known as Board Directors and we would be amiss if we didn't acknowledge the work of our current directors over 2022. Thank you to our Chair, Les Holland and each of our non-executive directors Ben Picton, Stephen Clarke and Robert Fogg.

Infrastructure works during 2022 included the commencement of three major projects. The Active Learning Centre (ALC) at Waratah, the Central Office at Waratah and a new Junior School building at Port Stephens. Planning for future infrastructure projects was also undertaken and includes upgrades at Gosford, Cessnock and Dynamic Learning at Waratah. In addition, planning continues for new school projects including Charmhaven and Maitland.





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The new Central Office facility was commenced during 2022 and this building will provide a permanent home for the Central Office staff and will celebrate our schools and students and be the location for many current group activities and new activities to come. It is symbolically located on the site where the school first started and it also physically links to the St Philip's church from where the organisation derives its name. I hope to see you in this space soon!

Grace and peace to all,

**Mr Graeme Irwin**

*Chief Executive Officer*



# Principal Report



“You are the salt of the earth. But if the salt loses its saltiness, how can it be made salty again? It is no longer good for anything, except to be thrown out and trampled underfoot.”

“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.”

In a year where our College theme was “Influence”, I could not be more proud of our staff and students as they responded, and rose, to the challenges of 2022. The corporate theme of Influence, created an atmosphere where staff and students considered how they were impacting the world around them, allowing us all to reflect on not just the end point of education, but also the quality and impact of the way in which we do the journey.

2022 saw the placement of 2 new staff to key executive positions:

·Mr Caleb Cooper stepped into the position of Head of Junior School (K-4), where he immediately went to work learning the nuances of his new community. Caleb’s efforts to understand the culture and the needs of the Junior School, and the larger community very quickly brought benefit to the school. Caleb has continued to build a team of passionate and highly competent leaders and teachers and we are grateful for all that he has done since joining us.

·Mrs Rebekah Margach joined our team to take the lead as our Head of Middle School (5-8). Rebekah joined us after many years as a highly valued teacher and leader on the team at SPCC – Newcastle. Since joining us, she has raised the standard of practice academically, pastorally and professionally within our Middle School. Rebekah is passionate about the middle years of schooling and is having a significant impact on the programs and structures within this vital area of our school.

The year saw us start with a significant number of new staff in many areas – as leadership changes, and culture changes, there tends to be a shift. This is natural, and in fact can be seen as a significant opportunity for a school. This has been shown to be true with the excellent quality of incoming staff that were successfully recruited, inducted, and incorporated into the culture of our growing and vibrant school.



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The year was still Covid effected, and despite the presence of significant lockdowns, there were several times where the community (staff and students) were affected by sickness – either the flu, or new strains of Covid, as the world adjusted to being back together again. Casuals were difficult to find at this time as the high demand and low supply of teachers impacted the industry. Our response was to employ 2x supernumerary teachers to cover the increased demand, and there were a few weeks, where the Executive Leadership Team cancelled all appointments on their calendars and taught to cover the gaps. We are extremely grateful to our students, staff, and broader community for their flexibility, understanding and grace as we dealt with these interruptions. This experience, despite being a stress for the community brought us all together and lifted the culture of the College as we continued to deliver excellence to our community.

No discussion of emerging into a post-pandemic world would be complete without mentioning our amazing College community. The support we receive from our families and larger community is a complete blessing. From the team of amazing parents who kept things like Mother’s and Father’s Day stalls running, to the grace and understanding shown as we continued to deal with changing and developing restrictions, to the support of key events like graduations, end of year celebrations, sports carnivals and more. The Cessnock/Hunter Valley community are beyond brilliant, and we are grateful for all their support.

Due to the various COVID-19 lockdowns and restrictions and some key parents moving out of the area, our P&F lost functionality and this vital part of our community almost ceased to exist. We must give credit to those who continued to fundraise and contribute to our College with such passion and care. Due to the absence of a functioning P&F, we held two open invitation town hall meetings where parents were able to come and hear the exciting developments in the school and had the opportunity to raise any concerns they might have. These events were well attended and the community were grateful for the opportunity.



Our Executive Leadership Team has begun to investigate a Learning Framework that can be applied to our context and will enrich the learning experience for our community. We have reviewed the learning framework used by St Philip's Newcastle, and researched various other frameworks including the Learning Powered Approach created and popularised by Guy Claxton. We have begun to finalise our final draft for the St Philip's Christian College Cessnock Powerful Learning Framework and we look forward to being able to launch this with our community. It will enable our teachers to target high quality teaching strategies and the best possible outcomes for our community. I must give credit to Mr David Cole for his significant work in co-leading this development.

2022 saw our largest ever cohort of graduating Year 12 students achieve our best ever HSC results. We are exceedingly proud of this fine group of young people and all the effort they put into achieving these excellent results. We must also acknowledge the significant contribution of every single teacher that has contributed to the education journey of this group, starting in Kindergarten in 2010 all the way through their schooling culminating their journey with a wonderful group of Year 12 teachers. Congratulations to all involved, and to all those launching into jobs, apprenticeships, and further study in a wide range of exciting fields.

We must also mention the continued and exciting growth of our Primary Industries and Agriculture programs. With students involved from Year 7 through to Year 12, our team is responsible for pulling together a creative, exciting and engaging curriculum involving everything from horticulture to livestock – including: chickens, sheep, cattle, and a llama or two. Students have been involved in various shows and competitions and achieve excellent results. Exciting developments here also include a growing partnership with Snake Creek Cattle Company, and we are beginning our investigation into relationships with local grape growers and wine makers. The second half of 2022 also saw us begin to build our schools Agricultural Centre which includes both indoor and outdoor tiered learning areas, changerooms and other facilities, farm storage, cattle crush and pens and all the associated gear. We look forward to this opening soon.

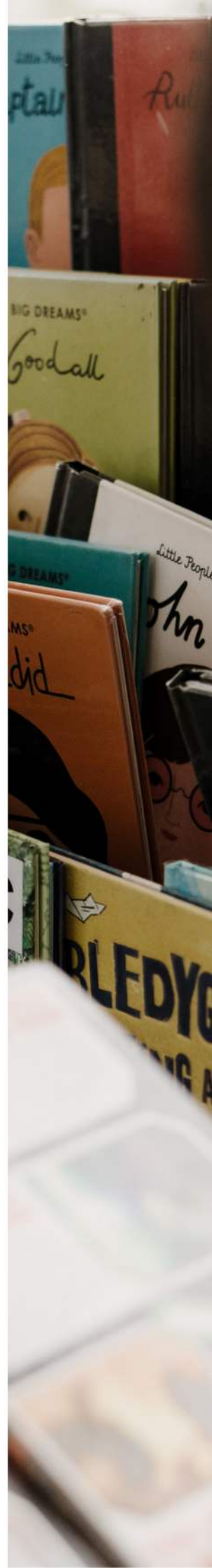


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St Philip's Christian College Cessnock continues to be one of the most significant Christian ministries into the Hunter Valley. Beyond that, our aim is to be an educational institution that aims for excellence, inspires our young people, and releases them to their fullest potential as they launch into their future. Our aim is to do all of this all while genuinely representing Jesus and creating every opportunity for our community to know Him. It is our privilege to serve this incredible community in this fashion, doing the journey of life and education.

**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
Head of HR & 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, Miss Karinne Cooke, Mrs Bec Johnson, Mrs Ellie Rolfe, Miss Naomi Hall, Mrs Shelly Kelly, Miss Stef Humphris, Mr Daniel Gardner, Mr Luke Adams, Mrs Karen Gouws, Mr Tom Sowden, Mr Ben Kelly, Mrs Alysia Neirinckx, Mrs Leanne Preece, Mr Daniel Gardner, Mrs Belinda Shields, Mrs Ange Neale, Mr Peter Reid, Mrs Amanda Cochrane, Mrs Corey Rowntree, Mr Jason Matheson, Mrs Allison Murray, Mrs Naomi Doherty, Miss Aimee Soper, Mr Alex Green, Miss Lauren Taylor, Mr Winston Wilson, Miss Pepe Latu, Mrs Laura Main, Mrs Lisa Schillert, Mr Wade Cochren, Miss Mariah Ulberg, Mrs Katherine Moore, Mrs Jade Dobson, Miss Renee Balcombe

College Captains: Bella Metcalfe, Zac Pond

# Junior School Report



The Junior School completed the school year where faith in action was promoted to central importance. The Biblical message proclaims that God is not distant or removed from our lives but indeed active and present. Therefore, we live in relationship with Christ and with people. This importance is captured in our core values and expressed in the daily actions of our school leaders and teachers. Each day our teachers came to school to build supportive relationships with their students. It is through the strength of these relationships that teachers corrected behavior and lead students to a place of wisdom. It is from this firm relational base that children felt safe, secure, and supported in their educational journey despite the impact of COVID impacting staff ratios and student attendance throughout the first semester.

The College theme was Thankfulness which was expressed through a range of initiatives across the Junior School. These included a theme launch in our opening assembly which was complemented by the initiation of the Thankfulness Award that was awarded to students in each class in every school assembly. This enduring focus provided important direction for our students and staff and has been associated as a positive influence on the wellbeing of students and staff. This was further supported by the fortnightly Chapel services provided for our students where Chaplain Alex Green (Astronaut Green) led a series titled, 'Out of this World', which explored God's amazing miracles in the Bible.

There were a broad range of school events that cultivated community experience for our families. These included India Week, Grandparents Day, Festival of Words, the Year 3 and 4 Camps, and the Hawaiian Disco. There were several new initiatives incorporated into the school calendar including a leadership day for student leaders, the War Cry challenge designed to build house spirit, and the end of year Fun days which celebrated the achievements and accomplishments of all our students in the Junior School.



The deep commitment to the professional learning of teachers continued throughout the year. After six years involvement in the AISNSW Literacy and Numeracy project we completed this program having made a positive impact on teacher practice and student achievement. This conclusion paralleled with the introduction of the Learning Framework, led by Assistant Principal, David Cole. The Learning Framework provides a fresh vision for the intentional development of character and the capability of students and teachers. The teachers engaged in professional learning groups involving a series of professional readings, teacher observations and reflective discussions. This initiative begins an exciting long-term commitment to developing learner agency in our students across the Junior School.

A core priority was the commitment to developing middle leaders who exercised moral purpose, self-belief, and the ability to guide and support teachers in their teaching practice. This shift is underpinned by the need for middle and senior leaders to continue to improve student outcomes, supporting students and teachers meet the demands of 21st century education while growing future school leaders for the education sector. This leadership perspective is a vital component to the future health and life of the Junior School and the College.

Finally, the conclusion of the school year, served as a transition for some staff who secured new employment in local areas to their residency. The recruitment for new talent attracted a competitive field of applicants ensuring that our school maintained highly competent educators for the 2023 school year. In an industry of teacher shortage, SPCC – Cessnock remains an employer of choice. The induction of new and experienced teachers is a provision from the Lord and an exciting opportunity to build a united team as we look towards the future.

**Mr Caleb Cooper**

*Head of Junior School*





# Middle School Report



Our focus for 2022 in Middle School, was about generating and celebrating a culture of thankfulness amongst our staff and students. We also established the new Middle School theme of Activating Potential and began working towards building a culture of consistency, connectedness and belonging for all students. With our return to a more normalised learning environment, after two years of Covid interruptions, our students were able to recommence camps and excursions, as well as being able to invite our families back onsite to community events.

## **Academic Focus**

Our teaching staff were committed to the ongoing development and strengthening of rich learning programs throughout 2022. We continued with our Integrated programs in Stage 3, where our students work on large individual and collaborative projects each term that integrate their study of Science, PDHPE, Geography, History and Visual Arts. These Integrated Studies projects were aimed at developing each student's collaborative, critical thinking, and problem-solving skills, whilst embedding key curriculum content. In Stage 4, our Integrated Studies program which incorporates the study of English and HSIE, allowed students to make connections across content areas, as well as developing a range of 21st century thinking skills and engaging in authentic and real world tasks.

Other key highlights in our academic program included:

- Introducing AGAT and PAT Maths and English Testing across Years 5-8 to gain a greater understanding of student potential, achievement and learning gaps
- The introduction of Writer's Toolbox across Years 5-8 to support the strengthening of fundamental sentence and paragraph structure
- Re-establishing our Middle School Debating Team and making cross-campus connections with other schools in the Hunter Valley
- Enhancing our Stage 3 Davinci Electives and Year 8 Elective Programs



## Student Wellbeing Focus

With a return to full-time learning in our classrooms and the lifting of NSW Health restrictions, our Wellbeing Team and Teaching Staff worked tirelessly to provide face to face sessions and programs to support the emotional and social wellbeing of our students. These programs included our early intervention programs, which support our students in social interactions, managing anxiety, coping with grief and loss, friendships and developing resilience. In total, our Wellbeing Staff held 830 face to face sessions with students across the school, with a large portion of these students coming from the Middle School.

The highlights from our intervention and wellbeing programs for 2022 include:

- Years 5 & 6 - Cool Kids - managing anxiety
- Years 5 & 6 - Seasons for Growth - coping with grief and loss
- Years 5 & 6 - Amazing Me - puberty awareness sessions
- Year 7 & 8 - Real Talk presentations - targeting friendships and other adolescent issues.
- Year 8 Girls- SHINE program for developing a sense of self-worth and self-acceptance
- Year 8 Boys - Myths of Manhood for self-worth and positive masculinity.
- Middle School Boys - Brothers of Beat Program
- Middle School Students – Bullying Presentation from Police Youth Liaison Officer

## Creative Focus

In 2022, we also had the opportunity to return to more regular creative and performing arts opportunities for our students, which extend students beyond the curriculum involvement in the classroom. The most significant highlight for Middle School was our Middle School Musical - Moana Jnr, which was performed at the Cessnock Performing Arts Centre across three nights in June. This musical showcased the singing, dancing and dramatic talent and skills of our students and was heralded as a great success.

Our students also had opportunities to engage with other extra-curricular events in the creative and performing arts, including our SPCC's Got Talent competition and our CAPTIVATE showcase. Our CAPTIVATE showcase, allowed students to perform and display their creative pieces onsite during an event that was open to the broader SPCC community. It was a vibrant affair, with markets and food trucks also invited onsite, in order to create an authentic experience for students. For many of our parents, this was one of their first times back on campus after several years of absence.



Many students also participated in private music lessons, held on site throughout the year and we were able to enjoy the return to the regular practicing and performances of our vocal and musical ensembles in assemblies and chapels.

### **Sporting Focus**

Throughout the year, St Philip's Christian College students had many opportunities to be involved in a variety of individual sports including: Swimming, Cross Country, Athletics and Equestrian events. In addition to this, the students also competed at local and Hunter Region events in team sports such as Football, Futsal, Cricket, Netball, Basketball, Touch, Rugby League and Rugby Union.

In the Middle School, we had many students represent the College at the Hunter Region Independent Schools sporting events. In addition to this, we had one student, in Year 7, compete at both the Association of Independent Co-Educational Schools and Combined Independent Schools level and was named on the Merit List for Athletics after gaining two silver medals at the Championships. We also had one student represent the School at HRIS and All Schools in Golf, winning a gold medal at both of these levels.

Some of our other notable achievements in sport throughout 2022 include:

#### Term One

HRIS Primary Swimming Division 2 - 3rd Place  
HRIS Secondary Division 2 Swimming - 5th Place  
HRIS Primary and Secondary Cross Country 12th Place Overall

#### Term Two

NNSW 12's Boys Futsal Regional Championship - 1st Place  
NNSW 12's Girls Futsal Regional Championship - 1st Place  
NNSW 14's Boys Futsal Regional Championship - 1st Place  
Boys State 14's Futsal Championship - 1st Place  
HRIS Secondary 15's Girls Football - 2nd Place

#### Term Three

HRIS Primary Athletics Championship Division 2 - 3rd Place  
Primary Cessnock Year 5 and 6 Boys Basketball Gala Day - 1st Place  
Primary Cessnock Year 5 and 6 Girls Basketball Gala Day - 1st Place  
Primary Cessnock Gala Day - Year 5 and 6 - 1st Place  
HRIS Primary Senior B Netball - 1st Place  
HRIS Secondary Boys 15's Basketball - 5th Place  
HRIS Secondary Athletics Division 1 - 5th Place



## Term 4

HRIS Primary Touch Football - Girls - 5th Place

HRIS Primary Chess - 1st Place

### **Service Learning Focus**

Our Crazy for Compassion Day, as always, was a significant highlight for students. This day is used as a fundraiser, in the Middle School, to support our two sponsor children through Compassion Australia. Although we couldn't serve in the broader community or recommence our overseas service trip, due to ongoing restrictions, we spent time planning in 2022 for future service learning opportunities.

### Excursion and Camp Highlights

- Year 5 Wildlife and Wetlands Excursions
- Year 6 Race around Newcastle
- Year 7 King Tut Incursion
- Year 8 Celebration Day

- Year 5 - Bathurst and Dubbo Educational Camp
- Year 6 - Canberra and Kosciuszko Educational Camp
- Year 7 - Outdoor Recreation and Team Work Focus Camp at Galston Gorge
- Year 8 - Outdoor Water Sports and Bivouac Experience Camp at Balcolyn

It has been my great joy to serve as the Head of Middle School in 2022. I am filled with thankfulness for all that our students and staff achieved throughout the year and, in particular, I am filled with a deep sense of gratitude for all that Christ is allowing us to do in the college to shape the whole of student's lives. I look forward to what is coming in the future years, as we continue to build the Middle School to be a place of belonging and connectedness that activates potential, in all students.

### **Mrs Rebekah Margach**

*Head of Middle School*



# Senior School Report



The 2022 school year in the Senior School was, as much as possible, a return to 'normal'. Consistent face-to-face classes, together with the resumption of many of the extra-curricular activities in areas of sport, creative and performing arts and Camps programs meant school again felt alive.

Student numbers across Year 9-12 remained healthy this year with strong retention of students from stage 5 to stage 6. This year saw a shift in how Stage 5 core classes were constructed with a move to a clustered grade approach based on literacy abilities and individual learning needs. This shift allowed us to then focus academic learning support on one class of students through a team-teaching model rather than an individual intervention approach.

This year saw the first group of students graduate from our alternate HSC pathway, The Young Entrepreneurs Scheme (YES). There were some outstanding outcomes including university offers, direct entry into traineeships and internships and priority selected apprenticeship programs. We believe this is a pathway that will continue to grow as the tertiary landscape continues to change and students look for more sustainable pathways through the HSC.

2022 also saw the continued development of the Agriculture Precinct. Strong student participation in Agriculture and Primary Industries classes through both stage 5 and 6 verified the interest in this area of curriculum in our region, with many stage 6 students looking to move into career paths in agriculture beyond school. A highlight for the year was the participation in the NSW Marino Wether Challenge in which the College achieved some excellent results, placing second in our region. As the program grows it will offer greater opportunity for students, both curricular and extra-curricular who have a strength or interest in agriculture to excel throughout their years in Senior School.



Opportunities for our HSC students continue to grow as we work to grow a culture of success and academic excellence through our HSC program. This year saw the first SPCC wide HSC Study camp take place, providing an opportunity for our students to engage at a deeper level of study and in so doing continue to grow a culture of academic rigour and excellence that we are committed to achieving. Thanks must go to our Assistant Principal of Teaching and Learning, Mr David Cole, for his tireless efforts in putting the Study Camp together.

Thankful was an outstanding theme for this year, as it was with enormous thankfulness that we have been able to return to a close to full school program this year. The resumption of Year camps, an extensive sport program and even on campus community events such as the CAPA 'Captive' evening, have meant students area again able to be recognised for their individual areas of strength that is a key ingredient to a healthy and thriving Senior School

**Mr Brendon Guest**

*Head of Senior School*



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# 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 Kindergarten 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



2022 saw the College achieve its strongest HSC results in recent years, which was pleasing to see. The 2022 Cohort experienced significant disruption to their Stage 6 journey, experiencing a lockdown in Year 11 and then significant illness to students and staff during the Year 12 year. One highlight of 2022 for the Year 12 cohort was the first ever SPCC Cross Campus HSC Study Camp in the July school holidays. 39 students from the cohort elected to attend the voluntary cohort, contributing to the more than 150 students from across the organisation who came together to prepare for their HSC Trials. Despite a disrupted Stage 6 experience, the Year 12 cohort demonstrated resilience and worked to achieve strong academic outcomes which was rewarded by very strong university offerings. This included the school's strongest Band 6 achievement in recent years and a significant increase in achievement in the middle bands.

In addition to this, the College has continued to grow the Young Entrepreneurs Scheme (YES). 2022 saw the first successful cohort of YES students graduate with significant industry experience and VET qualifications in addition to their Higher School Certificate. This program continues to see increased cohort numbers, with the program transitioning toward the SmartTrack model, in alignment with the other St Philip's campuses. In addition to the YES program, the school has continued to expand its VET offerings, offering VET Fitness and VET Visual Arts for the first time in 2022, with the school now offering a broad variety of VET options that are responsive to the educational needs and interests of the student body.

## **Vocational Education and Training & HSC Qualifications 2022**

Percentage of Year 12 students undertaking VET courses: 48% (37 students)

Percentage of Year 12 students attaining a VET qualification : 48% (37 students)

Percentage of Year 12 students attaining the HSC qualification : 100% (69 students)

In 2022, the highest achieving subjects were Community and Family Studies, Drama, Legal Studies, Mathematics Extension 1, Mathematics Extension 2, Society and Culture and Visual Arts, with each achieving at least one Band 6 in their course. Beyond these results, Design and Technology, English Advanced, Geography, PDHPE, English Extension 1 and History Extension achieved strong results in the middle and upper band ranges. Overall, there was a noticeable reduction in Band 1 and 2 achievements, with a general trend toward higher band achievement across the cohort. 2022 HSC achievement showed a significant improvement in the number of subjects achieving a positive variation against state average, as well as a more subjects with a positive trend in band achievement since 2018, which supports the observation of improved overall achievement. This is reflective, at least in part, of the College offering improved pathway options for students in Senior School.



The College has also continued to refine its data analysis and action planning process to develop a culture of professional development to enhance student outcomes at all levels, including HSC achievement.

The Record of School Achievement (RoSA) is a cumulative credential from NESA for students in Years 10 and 11 who leave school prior to completing their HSC. 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	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
	2022	6	0.00	16.51	100	83.49
Automotive Exam (Mechanical Tech)	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
	2022	1	0.00	15.46	100.00	84.54
Biology	2017	10	30.00	12.00	70.00	88.00
	2018	21	14.49	10.22	85.51	89.88
	2019	13	7.69	15.37	92.31	84.63
	2020	25	4.00	13.06	96.00	86.94
	2021	8	0.00	8.74	100.00	91.26
	2022	8	0.00	8.74	100	91.26
Business Studies	2017	10	30.00	13.00	70.00	87.00

	Year	Total Students in Course	School % Band 1-2	Bands 1-2 State Comparison %	School % Band 3-6	Bands 3-6 State Comparison %
	2018	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
	2022	11	0.00	9.67	100.00	90.33
Chemistry	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
	2022	1	0.00	11.30	100.00	88.70
CAFS	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
	2022	14	0.00	5.34	100.00	94.66
Construction Exam	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
	2022	3	0.00	3.15	100.00	96.85
Dance	2016	6	0.00	5.00	100.00	95.00
	2021	1	0.00	1.88	100.00	98.12

	Year	Total Students in Course	School % Band 1-2	Bands 1-2 State Comparison %	School % Band 3-6	Bands 3-6 State Comparison %
	2022	2	0	0.36	100.00	99.64
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
	2022	2	0.00	3.64	100.00	96.36
Drama	2017	4	0.00	2.00	100.00	98.00
	2018	9	0.00	2.30	100.00	97.70
	2019	3	0.00	1.74	100.00	98.26
	2020	5	0.00	2.02	100.00	97.98
	2021	4	0.00	1.52	100.00	98.48
	2022	2	0.00	1.49	100.00	98.51
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
	2022	1	0.00	6.92	100.00	93.08
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
	2022	2	0.00	35.71	100.00	64.29
Engineering Studies	2018	5	0.00	8.82	100.00	91.18
	2019	2	0.00	7.84	100.00	92.16

	Year	Total Students in Course	School % Band 1-2	Bands 1-2 State Comparison %	School % Band 3-6	Bands 3-6 State Comparison %
	2020	4	0.00	8.34	100.00	91.66
	2021	5	0.00	7.46	100.00	92.54
	2022	5	0.00	14.02	100	85.98
English (Advanced)	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
	2021	12	0.00	0.71	100.00	99.29
	2022	23	0.00	0.86	100.00	99.14
English (Standard)	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
	2022	33	12.12	12.00	87.88	88.00
English Studies Exam	2019	1	100.00	64.45	0.00	35.55
	2022	13	30.77	33.00	69.23	67.00
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)
	2022	4	25.00 (E2)	7.44 (E1/E2)	75.00 (E3)	92.55 (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)

	Year	Total Students in Course	School % Band 1-2	Bands 1-2 State Comparison %	School % Band 3-6	Bands 3-6 State Comparison %
Entertainment Industry	2020	1	0.00	3.23	100.00	96.77
Food Technology	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
	2022	6	16.67	13.41	83.33	86.59
French Beginners	2018	1	0.00	13.98	100.00	86.02
Geography	2021	9	22.22	8.02	77.78	91.98
	2022	6	0.00	10.04	100.00	89.96
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
	2022	7	0.00	6.25	100.00	93.75
IPT	2015	7	28.57	14.70	71.43	85.30
Information Technology	2018	8	12.50	23.44	87.50	76.56
	2019	10	30.00	20.15	70.00	79.85
	2020	9	0.00	19.21	100.00	80.79
	2021	4	0.00	20.65	100.00	79.35
	2022	7	0.00	13.38	100.00	86.62

	Year	Total Students in Course	School % Band 1-2	Bands 1-2 State Comparison %	School % Band 3-6	Bands 3-6 State Comparison %
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	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
	2022	13	15.38	15.18	84.62	84.82
Mathematics General	2017	20	40.00	25.00	60.00	75.00
Mathematics (General 2)	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
	2022	1	0.00	12.20	100.00	87.80
	2019	24	16.67	16.39	83.33	83.61
Mathematics (Standard 2)	2020	28	25.00	24.45	75.00	75.55
	2021	31	29.03	21.36	70.97	78.64
	2022	29	13.79	18.20	86.21	81.80
	2017	7	29.00	12.00	71.00	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	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
	2022	12	0.00	5.52	100.00	94.48
Mathematics Ext 1	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)
	2022	6	66.67 (E1/E2)	26.43 (E1/E2)	33.33 (E3/E4)	73.57 (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)
	2022	3	66.67 (E1/E2)	14.89 (E1/E2)	33.33 (E3/E4)	85.11 (E3/E4)
Modern History	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
	2022	9	11.11	11.19	88.89	88.81
Music 1	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

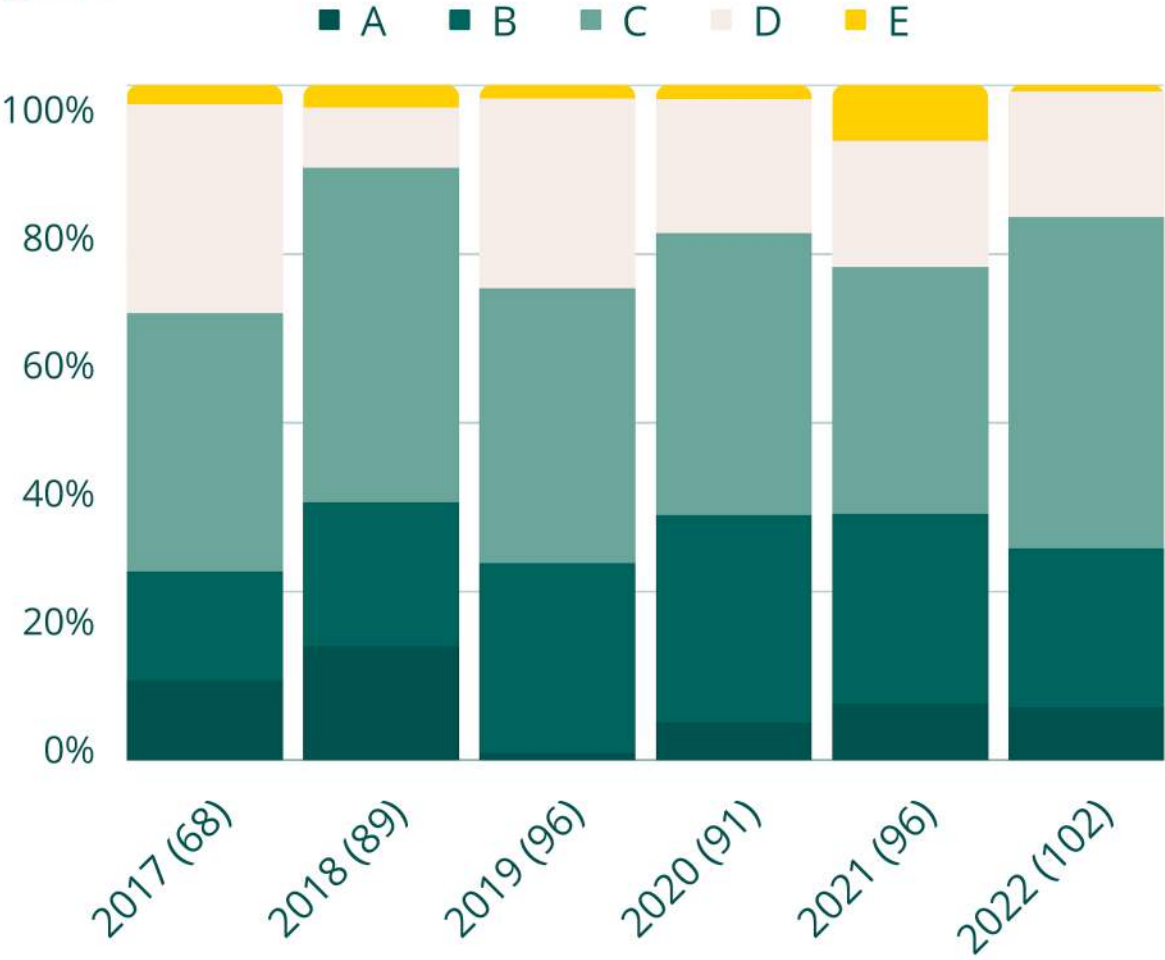


	Year	Total Students in Course	School % Band 1-2	Bands 1-2 State Comparison %	School % Band 3-6	Bands 3-6 State Comparison %
	2020	2	0.00	1.78	100.00	98.22
	2021	2	0.00	1.70	100.00	98.30
	2022	2	0.00	1.95	100.00	98.05
PDHPE	2017	8	0.00	19.00	100.00	81.00
	2018	19	10.53	13.60	89.47	86.40
	2019	11	0.00	11.53	100.00	88.47
	2020	18	16.67	14.40	83.33	85.60
	2021	10	0.00	13.54	100.00	86.46
	2022	21	14.29	20.08	85.71	79.92
Physics	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
	2022	7	0.00	13.25	100.00	86.75
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
	2022	7	0.00	6.89	100.00	93.11
Software Design and Development	2017	3	33.00	11.00	66.00	89.00
	2022	2	50.00	13.12	50.00	86.88

	Year	Total Students in Course	School % Band 1-2	Bands 1-2 State Comparison %	School % Band 3-6	Bands 3-6 State Comparison %
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	2020	1	0.00	7.92	100.00	92.17
	2022	3	0.00	6.76	100.00	93.24
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
	2022	8	0.00	1.42	100.00	98.58

# Grade History

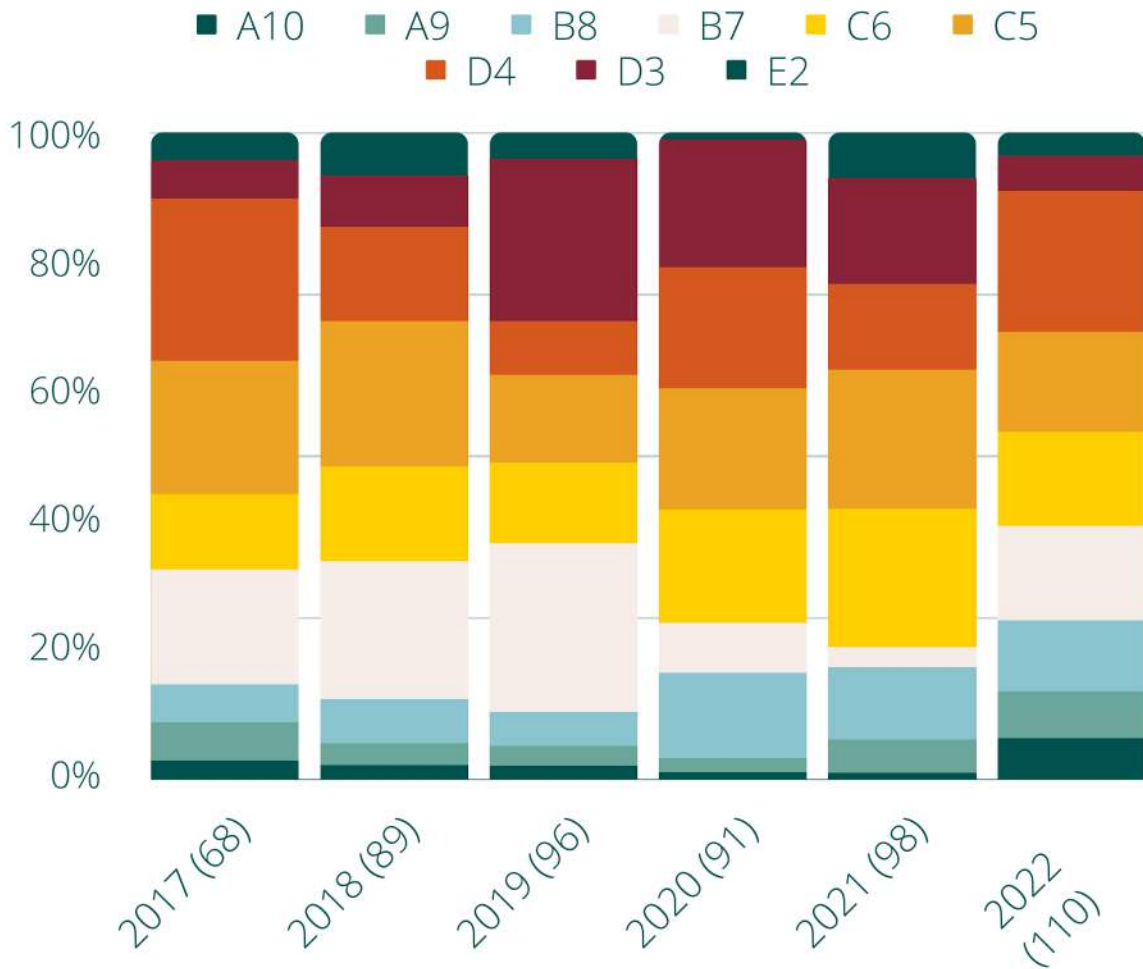
## English



Data Sets	A	B	C	D	E
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
2022	7.84	23.52	49.01	18.62	0.98

# Grade History

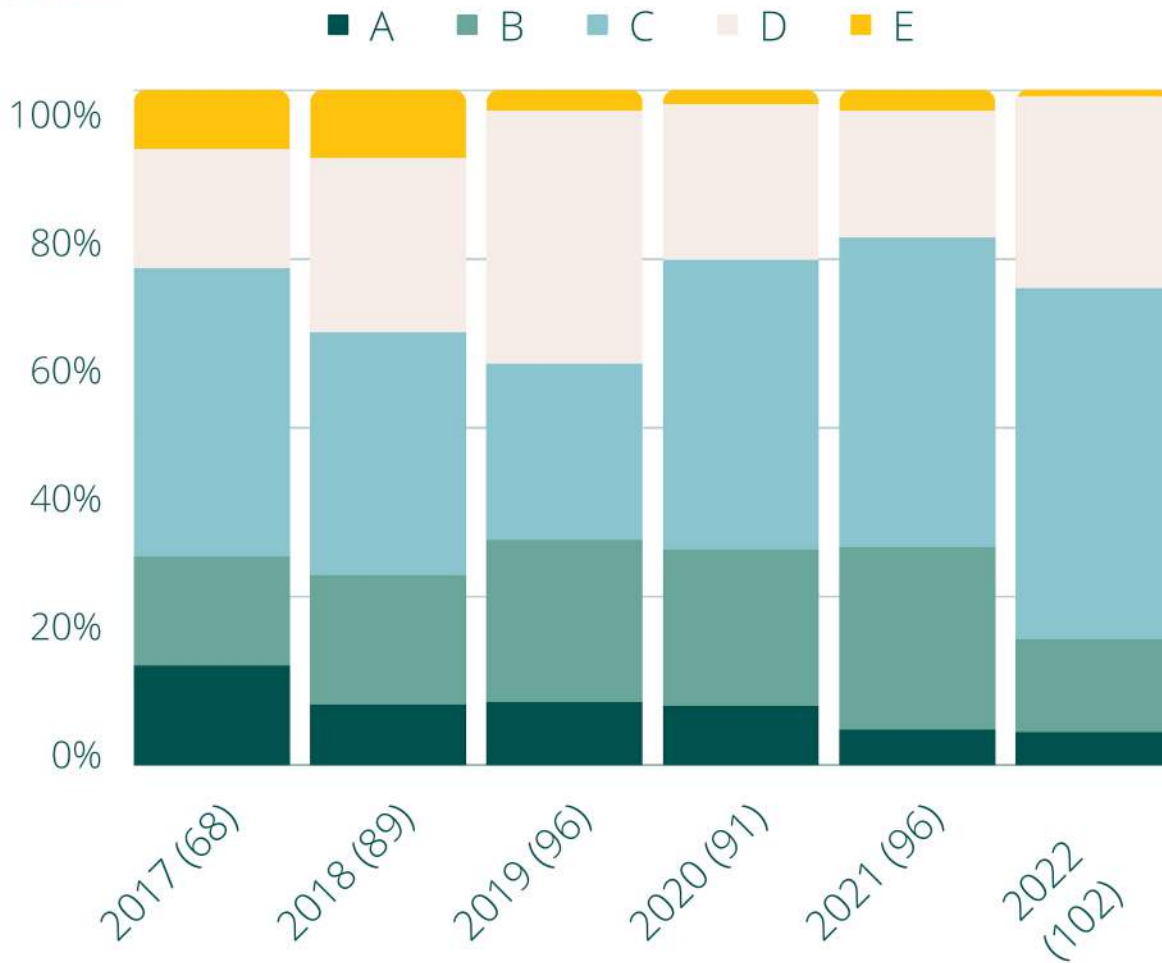
## Mathematics



Data Sets	A10	A9	B8	B7	C6	C5	D4	D3	E2
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
2022	6.36	7.27	10.90	14.54	14.54	15.45	21.81	5.45	3.63

# Grade History

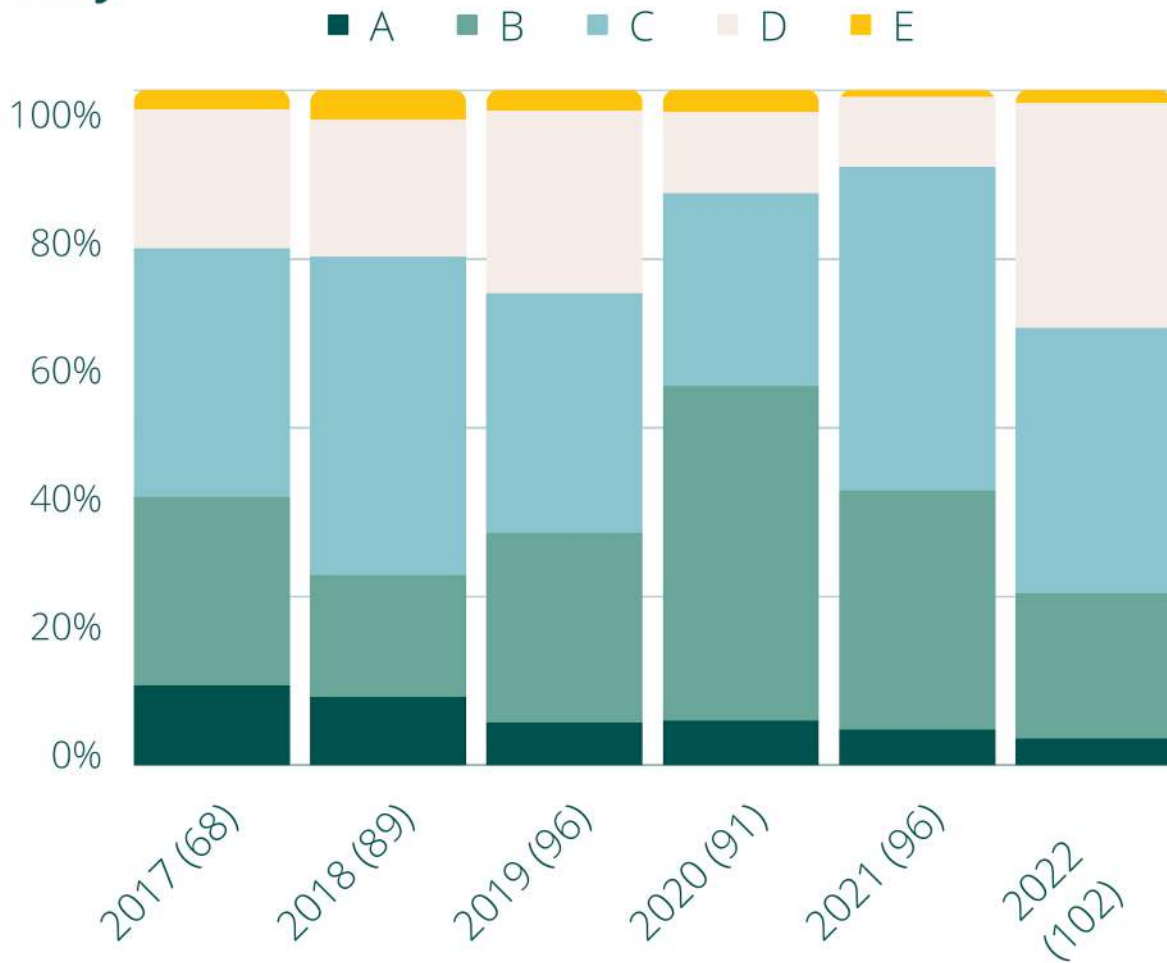
## Science



Data Sets	A	B	C	D	E
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
2022	4.90	13.72	51.96	28.43	0.98

# Grade History

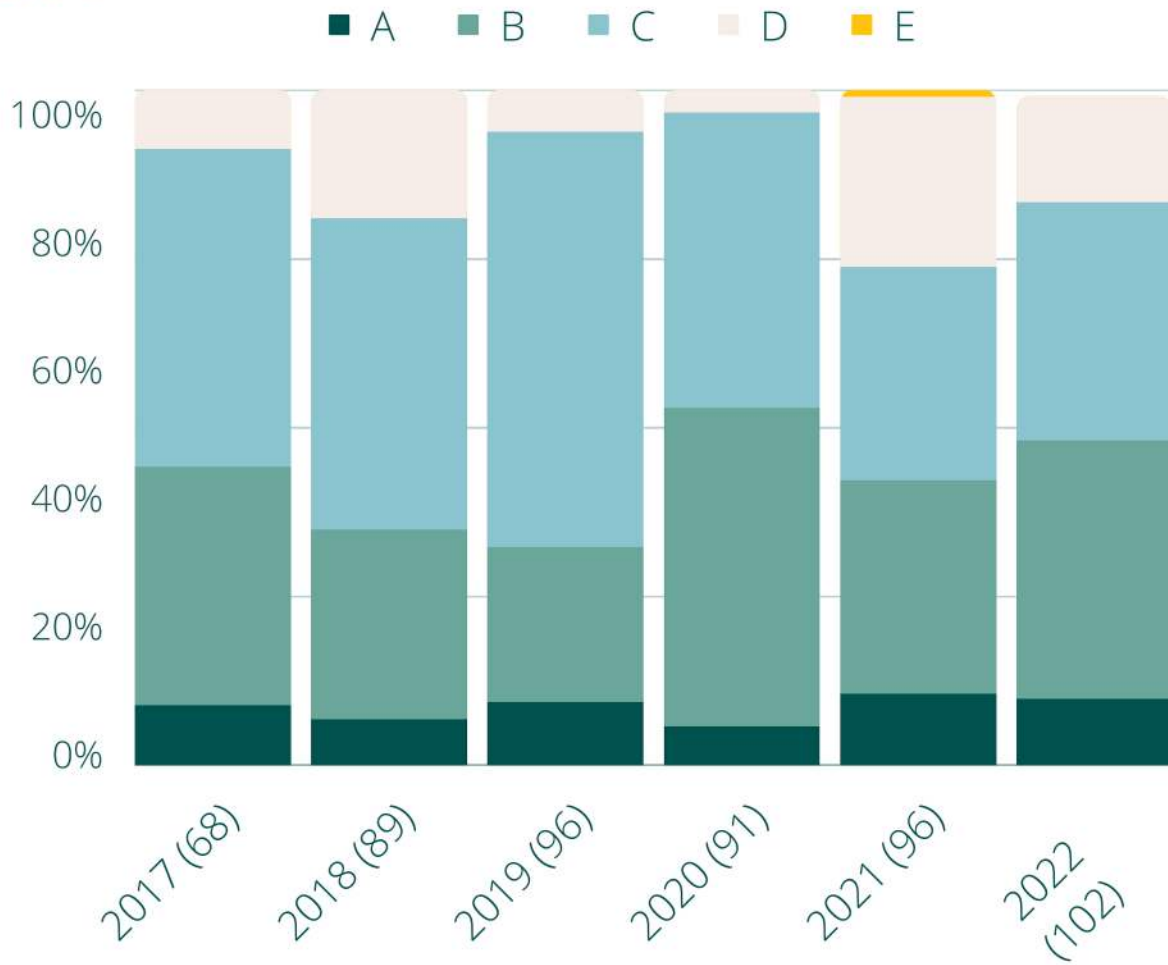
## History



Data Sets	A	B	C	D	E
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
2022	3.92	21.56	39.21	33.33	1.96

# Grade History

## PDHPE



Data Sets	A	B	C	D	E
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
2022	9.80	38.23	35.29	15.68	0.98

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# Teacher Qualifications & Professional Learning

In the following pages, there is a list of professional learning undertaken for the year. These professional undertakings were performed in person or via a range of different online platforms/hosts.

04





# Personal Development

Date	Professional Development	Staff Member
24-25/01/2022	Executive PD Workshops, Mentoring & Coaching	Executive Leadership Team
25/01/2022	Introduction to Strengths Workshop	New Staff
27/01/2022	Big Day Out Staff Conference	All Staff
1/02/2022	Turning Point Consulting - Consultation with Principal	Matt Connett
7-9/02/2022	Strengths Consultations	New Staff
16/02/2022	Executive Coaching Consultation	Margaret Pond
17/02/2022	TASS Communication Rules Best Practice	Monique Keet
24/02/2022	Executive Staff Consultation and Development Planning	Executive Leadership Team
24-25/02/2022	Strengths Consultations	New Staff
25/02/2022	CPR Training	All Staff
25/02/2022	AIS Teacher Accreditation	David Cole, Luke Adams, Marvin Anderson & Bec Johnson
28/02/2022	AIS - Executive Personal Assistant Online Course	Renee Balcombe
4/03/2022	AIS VET Compliance Officers Network Day	Ben Kelly
8/03/2022	Raising the Rigour: High Impact Teaching Strategies for the English Classroom	Emily Loveridge
14/03/2022	Traffic Controller Course	Dion Spiros
14/03/2022	AIS Compass Schools Network Day	Katherine Moore, Margaret Pond & Corey Rowntree
15/03/2022	AIS - Work Health and Safety in Schools Course	Jacques Mouton

Date	Professional Development	Staff Member
17-18/03/2022	Writer's Toolbox: 2 Day Teacher Writing Zoom	Shelly Kelly
23/03/2022	Cert III in Agriculture	Corey Muddle
25/03/2022	Bringing Up Boys Summit	Brendon Guest
4-8/04/2022	Cert II in Hospitality Training	Sophie Stokes
5/04/2022	LawSense Transgender & Gender Fluidity	Caleb Cooper, Brendon Guest, Margaret Pond & Matt Connett
11-14/04/2022	Take Off with Song, Dance and Instruments Course	Alannah Marschall & Jessica Zenteno
29/04/2022	MR Truck Training Course	Andrew Roxby
29/04/2022	Educating Students with and Acquired Brain Injury	Angela Britt
2/05/2022	Executive Coaching and Consultation	Matt Connett & Margaret Pond
5/05/2022	AIS - Leading the Implementation of the New K-2 English Syllabus Course	Bec Johnson, Lauren Taylor, Lisa Schillert, Caleb Cooper & Stefani Humphris
6/05/2022	Automatic Heavy Rigid Truck Training and Assessing	Matt Stackhouse
10/05/2022	NSW Chapter-In Conversation with Greg Miller Wbinar	Margaret Pond
11/05/2022	Macqlit PD Workshop via Videoconference	Tracey Piggott, Tina Linden, Narelle Arciniega & Joel Redman
16-17/05/2022	AIS Middle Leaders Course	Bec Johnson
18/05/2022	HSC Mathematics Advanced Online Course	Ange Neale & Joseph Stevens
23/05/2022	AHISA Director of Studies Conference	Luke Adams
30-31/05/2022	Educate Plus International Conference	Matt Connett, Margaret Pond, Ellie Rolfe
3-4/06/2022	Drama NSW Conference	Joshua Hayward
16/06/2022	Strength Coaching and Consultation with Executive Assistant	Renee Balcombe
16/06/2022	SistaSpeak PD	Debbie Boehme

Date	Professional Development	Staff Member
18/06/2022	Recorded Webinar: Student Discipline & Schools	Margaret Pond
20/06/2022	Executive Coaching and Consultation	Matt Connett
21/06/2022	AIS - Chemical Safety in Schools Basic Induction	Louise Bailey
21-22/06/2022	Strategic Planning and Executive Consultation	Executive Leadership Team
4-8/07/2022	Early Childhood Music and Movement Course	Jessie Wallace
5/07/2022	Cert IV TAE Upgrade	Kristin Clulow
18/07/2022	STEM 2022 Conference	Joel Redman
19-20/07/2022	Staff Conference	All Staff
29/07/2022	ACT Regional Program - Admissions, Alumni, Communications, Marketing	Monique Keet & Chris Windus
2/08/2022	AIS - Leading the Implementation of the New Mathematics K-2 Syllabus	Stefani Humphris, Bec Johnson, Lauren Taylor & Lisa Schillert
11-12/08/2022	AIS - Curriculum Leadership Conference	David Cole, Luke Adams & Bec Johnson
11/08/2022	SPCC Stage 6 Collaboration (Art)	Alysia Neirinckx
11-12/08/2022	Leading High Performance Teams Masterclass	Matt Connett & Margaret Pond
19/08/2022	Crowther Coaching in Action Day	David Cole
23/08/2022	AIS Virtual Privacy Briefing	Margaret Pond & Karri Matheson
24/08/2022	LawSense Dealing with Difficult Parents	Caleb Cooper
25-27/08/2022	Adolescent Success International Conference	Rebekah Margach, Charissa Foster, Hugh Macintyre, Naomi Doherty, Hannah Nixon & Amanda Cochrane
31/08/2022	Warden Training, Chief Warden Training, Emergency Response Exercise, and Additional Staff Awareness Training	Wardens & All Staff
31/08/2022	NESA 2022 HSC Disability Provisions Online Workshop	Leanne Preece & Angela Britt
6/09/2022	SpraySMART Chemical Safety Initial Accreditation	Laura Main
7-9/09/2022	Inbound Marketing Conference 2022	Chris Windus

Date	Professional Development	Staff Member
9/09/2022	AIS - Along for the Rider Conference	Katherine Moore, Caleb Cooper, Kajsa-Lisa Ferguson, Andrew Roxby, Belinda Shields & Leanne Preece
9/09/2022	Paediatric Life Support Course	Michele Sky
9/09/2022	Mini-COGE Advanced: Gifted Learners with disability	Naomi Doherty & Amanda Cochrane
12-13/09/2022	Basic & Intermediate Chainsaw Training	Donovan Overton & Cohen Ogilvie
14/09/2022	LawSense Managing Student Disability - Adjustments, Behaviour & Discipline	Caleb Cooper
16/09/2022	AIS Primary Industries Network Day	Laura Main
22-23/09/2022	Youth Mental Health First Aid Training	Michele Sky
23/09/2022	Writer's Toolbox with Coaches	MS & SS English Teachers
26-28/09/2022	2022 MANSW Annual Conference	Ange Neale
4-7/10/2022	ASBA Conference	Jacques Mouton
7/10/2022	Child Protection Investigator Training	Margaret Pond, Brendon Guest, Rebekah Margach & Belinda Shields
11/10/2022	AQF-3 Chemical Course	Donovan Overton
13-14/10/2022	Applied Suicide Intervention Skills and Training	Hayley Nixon & Andrew Jessimer
13/10/2022	Virtual Workshop: School Refusal	Kajsa-Lisa Ferguson
20-21/10/2022	SEED Summit	Matt Stackhouse
20-21/10/2022	STA Stage 6 Conference	Stephanie Chaumont
21/10/2022	AIS Primary Curriculum Requirements for School Registration	Bec Johnson
24/10/2022	Writing & Source Analysis Skills in History Online Course	Samuel Jones
26/10/2022	Warden Training, Skills retention and Emergency Response Exercise	Warden and All Staff
2/11/2022	AIS Attendance, Exemption & Enrolment Requirements for Schools	Margaret Pond
3/11/2022	Child Protection Course	Executive Leadership Team

Date	Professional Development	Staff Member
3/11/2022	Student Investigation PD	College Leadership Team
4/11/2022	MANTLE Library Conference	Kayla Nesbitt & Jason Matheson
7/11/2022	LawSense Managing Student Online Behaviour & Avoiding Media Fallout	Margaret Pond
9/11/2022	The Learning Power Approach	David Cole, Brendon Guest, Rebekah Margach, Caleb Cooper, Luke Adams & Bec Johnson
11/11/2022	Leading Professional Growth Cultures Masterclass	Ange Neale
16/11/2022	Body Image Training for Educators	Meg Clayton, Andrew Jessimer, Barbara Cowley, Hayley Nixon, Belinda Shields
18/11/2022	LawSense Law for School Nurses	Michele Sky
25/11/2022	Sociocultural Literacy: The Ultimate Success and Criteria Livestream	Mariah Ulberg
25-26/11/2022	ACHPER PDHPE Conference	Corey Rowntree & Luke Adams
29/11/2022	Cert III in Fitness	Andrew Jessimer
30/11/2022	TTA Course - Maximising HSC English Marks for your Students	Samuel Jones
3/12/2022	AIS Chemical Safety in Schools Basic Induction	Judith Blanch

# Staff

## School Staff

	2021	2022
<b>Teaching Staff</b>	<b>99</b>	<b>113</b>
Fulltime Equivalent Teaching Staff	92.8	103.6
Non-Teaching Staff	57	65
Fulltime Equivalent Non-Teaching Staff	46.22	49.1

## Category

<b>Teachers who have teaching qualifications from a higher education institution within Australia or one recognised within the National Office of Overseas Skills Recognition (NOOSR)</b>	<b>97</b>	<b>111</b>
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	1	0
Teachers who do not have qualifications as described above but have relevant successful experience or appropriate knowledge relevant to the teaching context	1	2

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# 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 2022 – Cessnock Campus

Year	Enrolment	Absence	Full Days	Attendance	Attendance %
Kindergarten	88	1729	15697	13968	89.0%
Year 1	94	1730	16495	14765	89.5%
Year 2	91	1853	16399	14546	88.7%
Year 3	95	1979	16836	14857	88.2%
Year 4	101	1857	17956	16099	89.7%
Year 5	102	2428	17656	15228	86.2%
Year 6	86	2024	15151	13127	86.6%
Year 7	104	2389	18439	16050	87.0%
Year 8	132	3785	22916	19131	83.5%
Year 9	105	2488	18428	15940	86.5%
Year 10	4114	3240	19467	16227	83.4%
Year 11	83	1625	14052	12427	88.4%
Year 12	72	1165	12814	11649	90.9%
Total	1267	28292	222306	194014	87.3%

### Retention of Year 10 to Year 12

The retention rate of students who completed Year 10 in 2020 (94 students) and continued on in the College to complete Year 12 in 2022 (77 students) was 82%.

### Post-School Destinations

Post-School Destinations	
University	33
Workforce or Seeking Employment	21
TAFE	4
Other	19



## Characteristics of Student Body

<b>Total Enrolments K-12</b>	<b>1201</b>
Boys	623
Girls	578
Fulltime Equivalent Enrolments	1201
Indigenous Students	7% (79 students)
Language Background Other Than English	9% (108 students)

# Policies

## ENROLMENT POLICY

### 1. General Statement

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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

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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

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



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## 4. Audience and Applicability

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

## 5. Principles and Procedures

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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**

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### 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.



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## 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**

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

## OTHER SCHOOL POLICIES

### **A Safe and Supportive Environment Student Welfare Framework**

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#### **Rationale**

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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'.



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## Safe

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'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 are mitigated.'

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## **RANGS (NSW) BOS**

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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 Management Plan
- 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



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## Support

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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 and feel valued.
- A place where effective teaching and learning take place
- An environment where students are provided with support and encouragement by staff members
- A community where non-discriminatory language and behavioural practices are implemented
- A place where consultation occurs on matters relating to students' education and welfare.

## RANGS (NSW) NESA

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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



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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:

- 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



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## Student Welfare

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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
- Positive behaviour management strategies
- Early intervention programs for students and their families from various community support networks
- Opportunities for students to enjoy success and recognition, as well as occasions where they can make useful contributions 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 '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

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- 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



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## OTHER SCHOOL POLICIES

### **Anti-Bullying Policy**

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#### **1. General Statement**

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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)**

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'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**

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'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.



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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

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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

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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

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

### Context

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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

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### 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





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- 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



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## 7. Monitoring, Evaluation and Reporting Requirements

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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 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)



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## ST PHILIP'S CHRISTIAN COLLEGE CESSNOCK DISCIPLINE POLICY

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### General Statement

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"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.

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

When parents enrol their child at St Philip's Christian College Cessnock, they enter a partnership with the school. This partnership is based on a shared commitment to provide opportunities for students to take responsibility for their actions. Collaboration between staff, students and parents is important and the policy is based on the expectation that students, parents and staff work together in an environment of mutual trust and respect. Parents are expected to support the school in the implementation of the College Behaviour Management (Discipline) Policy.

In implementing the Behaviour Management (Discipline) Policy and Procedures, the Principal, and/or delegates, take into account the student's age, individual needs, developmental level and any disability. The Principal, and/or delegates, also consider the safety, wellbeing and welfare of the student, staff and other students in the class and school

### Aim

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The aim of the Behaviour Management (Discipline) Policy is to ensure that we provide a safe, secure and happy learning environment where all students feel valued and supported. Our aim is to work in partnership with parents and students to develop responsible young people who can make informed decisions.

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



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## Rationale

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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

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1. Students are required to follow the College rules and comply with the directions of teachers and other people with authority delegated by the School.
2. Students are required to show respect for teachers, other students, other staff and school visitors and not engage in any form of harassment, victimisation or intimidation.
3. 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.
4. The student will be made aware of their inappropriate behaviour and it will be clearly explained why they are receiving a consequence.
5. 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.
6. 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.



7. 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 nonschool persons, including parents, to enforce discipline at the school.

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

- a. Informed of the alleged infringement
- b. Informed that the matter will be/has been presented to the Disciplinary Committee
- 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
- d. Afforded a right of review of appeal

9. Where the offending behaviour is of such a nature that it may result in 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.

## Procedural Fairness

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St Philip's Christian College Cessnock is responsible for determining incidents that may require disciplinary action and the nature of any penalties that may apply. The process that leads to the imposition of such penalties are done with procedural fairness.

Procedural fairness includes making available to students and their parents a copy of the policy and outlining the procedures under which the disciplinary action was taken. It also includes providing details of an allegation relating to a specific matter or incident. Student and staff confidentiality must be maintained.

To assist in maintaining procedural fairness;

- Information will be collected, where appropriate, from other students, teachers and relevant witnesses, using non-leading questions, and with no assumptions of guilt expressed on the part of the accused student.
- There will be an initial formal interview conducted with the student, in which all relevant information will be supplied. The student will be provided with the specific allegation/s and any other information that will be taken into account in considering the matter. Parent may be invited to attend this interview, depending on the perceived gravity of the allegation. Parent may invite a support person/observer to this interview.



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- The student will be given the opportunity to respond to the allegations
  - The student will be told the process that will be followed
  - Incidents that may result in an out-of-school suspension or expulsion are presented to The Disciplinary Committee. Staff involved in the investigation process will present details of the findings, matters will be discussed and further action will be determined.
  - In cases where expulsion may be contemplated, there may be opportunity for a second formal interview to occur, to which the parent and other appropriate support personnel will be invited, to provide the opportunity for a complete and considered response to the allegations.

## Appeals

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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 are made pursuant to the requirements set out in Section 47 of the Education Act and of NESAs for registration of the school.*



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## St Philip's Christian College Cessnock Complaints and Grievances

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### 1. General Statement

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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

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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

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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.

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## 4. Audience and Applicability

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

## 5. Context

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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

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### 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



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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 2022

## Motto

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*“The Way, the Truth and the Life”*

## Mission

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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

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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.

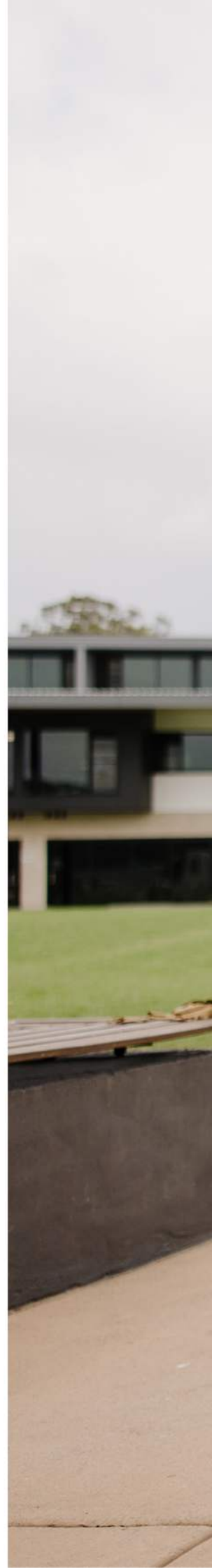
## School Vision

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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.



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

# 1 Year School Improvement Plan

FOCUS AREAS	STRATEGY	OBJECTIVES	PROJECT	MEASURE	LEADERSHIP RESPONSIBILITY
<b>CHRISTIAN GROWTH</b>	Teaching the Christian Faith with Excellence	<ul style="list-style-type: none"> <li>Ensuring Christian worldview in all programming and teaching.</li> <li>Provide equipping for staff to respond to Biblical and Christian worldview discussion.</li> <li>Finalise Christian Studies scope and sequence.</li> <li>Encourage Staff growth in personal Christian walk.</li> </ul>	<ul style="list-style-type: none"> <li>Investigate preferred model for staffing the teaching of Christian Studies.</li> <li>Investigate preferred PD for all staff in teaching from a Christian worldview.</li> <li>Investigate new approach to staff chapels for Christian input.</li> <li>Implement staff revival/refresh week</li> </ul>	<ul style="list-style-type: none"> <li>Improved frequency of effective discussion on Christian matters in all classes</li> <li>More effective Staff chapel, increased attendance.</li> <li>75% staff attendance week at Refresh week initiative.</li> </ul>	MCO RMA AGR
<b>EDUCATIONAL EXPERIENCE</b>	Teaching with High Impact Strategies	<ul style="list-style-type: none"> <li>Refine use of data to inform teaching practice.</li> <li>Identify, champion, and celebrate excellent teaching practice.</li> <li>Celebrate improved and exemplary student performance.</li> <li>Build a learning culture that echoes our beliefs about learning and learners.</li> </ul>	<ul style="list-style-type: none"> <li>Refine learning framework.</li> <li>Launch whole staff PLCs focused on learning framework.</li> <li>Refine coaching program</li> </ul>	<ul style="list-style-type: none"> <li>Learning Framework ready for community launch.</li> <li>All new staff + volunteers supplied with coach.</li> <li>Retain and attract "band 5 and 6" type students.</li> <li>Measurable improvement in student outcomes</li> </ul>	DAC
<b>PASTORAL CARE AND WELLBEING</b>	Promoting Student Voice + Health/Wellbeing as a priority and shared responsibility	<ul style="list-style-type: none"> <li>Refine a culture of wellbeing for students and staff.</li> <li>Improve ownership, choice, and efficacy of all participants in the teaching and learning journey</li> </ul>	<ul style="list-style-type: none"> <li>Assessment of wellbeing programs across the College</li> <li>Development of Wellbeing Framework</li> <li>Participation in Compass project (AIS)</li> <li>Champion staff excellence and wellbeing</li> <li>Investigate House Program improvements</li> </ul>	<ul style="list-style-type: none"> <li>Refresh week – wellbeing initiatives communicating value to staff.</li> <li>Staff member of the month program.</li> <li>Investigate wellbeing framework lining up with new Learning Framework</li> <li>Improved student and staff participation in culture building House based initiatives.</li> </ul>	MPO CCO
<b>COMMUNITY AND CULTURE</b>	Promoting a Culture of Belonging	<ul style="list-style-type: none"> <li>Create an improved culture of recognition of staff excellence.</li> <li>Create connection events, large and small for staff and community.</li> </ul>	<ul style="list-style-type: none"> <li>Collaborate with AGR on Refresh Week initiative.</li> <li>Staff Member of the Month awards.</li> <li>Fundraising and Community involvement events facilitated and promoted.</li> </ul>	<ul style="list-style-type: none"> <li>Increased parent involvement onsite at various events.</li> <li>Successful fundraising events completed.</li> </ul>	KMA JMO

# 1 Year School Improvement Plan

FOCUS AREAS	STRATEGY	OBJECTIVES	PROJECT	MEASURE	LEADERSHIP RESPONSIBILITY
<p><b>GROWTH AND SUSTAINABILITY</b></p>	<p>Adopting a Low-carbon School Agenda</p>	<ul style="list-style-type: none"> <li>Engage students in sustainability.</li> <li>Increase recycling.</li> <li>Increase native plants onsite</li> <li>Formalise recycling for the school.</li> <li>Reduce energy consumption</li> </ul>	<ul style="list-style-type: none"> <li>Student voice through SRC sub-committees</li> <li>Promote students recycling</li> <li>Grant applications for planting</li> <li>Consultation with local indigenous groups for planting</li> <li>Investigate efficient and monitoring of solar energy on-site</li> </ul>	<ul style="list-style-type: none"> <li>Accurate count of recycled material showing increase</li> <li>Native plants established across the school</li> <li>Consultation and reconciliation meeting held with local lands councils.</li> <li>Reduced power bills</li> </ul>	<p>BGU</p>

# 3 Year School Improvement Plan

FOCUS AREAS	STRATEGY	NOTES
<b>CHRISTIAN GROWTH</b>	<p>Inviting People to Follow Jesus</p> <p>Encouraging Leadership and Service Learning</p> <p>Teaching The Christian Faith with Excellence</p>	<ul style="list-style-type: none"> <li>• A culture where the presentation of the gospel is normal, encouraged and responded to.</li> <li>• A culture where people are valued, respected, and loved.</li> <li>• A culture where Christ is demonstrated through the love shown towards each other as we minister to the community.</li> <li>• valuation of past camps and service-learning opportunities.</li> <li>• Strategic scope and sequence of service-learning in line with Central Office priorities</li> <li>• Service-learning involving student voice and choice.</li> <li>• Investigate preferred model for staffing the teaching of Christian Studies.</li> <li>• Investigate preferred PD for all staff in teaching from a Christian worldview.</li> <li>• Investigate new approach to staff chapels for Christian input.</li> <li>• Implement staff revival/refresh week</li> </ul>
<b>EDUCATIONAL EXPERIENCE</b>	<p>Inspiring Creativity and Innovation</p> <p>Achieving Personal Best in Learning</p> <p>Teaching with High Impact Strategies</p>	<ul style="list-style-type: none"> <li>• Innovation and creativity in the educational sphere must be improvement, data and purpose driven.</li> <li>• Installing an Action Research Cycle in our staff, and in particular our leadership is the key to ongoing success that meets these parameters.</li> <li>• Continue to build a culture of learning,</li> <li>• Use of data to inform improvement and development in professional practice, and to drive student learning and feedback.</li> <li>• Develop, launch, and continually promote and enculturate our own Learning Framework</li> <li>• Develop a toolkit of management and teaching strategies for all teachers.</li> </ul>
<b>PASTORAL CARE AND WELLBEING</b>	<p>Developing Resilience</p> <p>Health/Wellbeing as a priority and shared responsibility</p>	<ul style="list-style-type: none"> <li>• All linked to and related to Learning Framework</li> <li>• In a changing and uncertain world, resilience is a vital skill for staff, students, and the community.</li> <li>• Staff Training</li> <li>• Technology Implementation</li> <li>• Policy forming discussion around use of screens and MacBook policy</li> <li>• Technology free time</li> <li>• Culture of Wellbeing</li> </ul>
<b>COMMUNITY AND CULTURE</b>	<p>Impacting our Community</p> <p>Promoting a culture of Wellbeing</p>	<ul style="list-style-type: none"> <li>• Link to Service Learning</li> <li>• Cessnock, Hunter Valley, NSW, Aust, Global</li> <li>• External focus</li> <li>• Link to Christian Purpose and the purposeful creation and design of God</li> </ul>
<b>GROWTH AND SUSTAINABILITY</b>	<p>Adopting a low-carbon school agenda</p> <p>Developing Educational Infrastructure</p> <p>Strengthening Reputation</p>	<ul style="list-style-type: none"> <li>• Student driven and locally consultative recycling, planting, and energy consumption focused decisions.</li> <li>• Ongoing building programs involving SSD, neighbour consultation, and development of local relationships.</li> <li>• Known for excellence in education, high standards in student well-being/pastoral care/expectations in behaviour and effort.</li> <li>• Excellence in facilities</li> </ul>



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# 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 email communication 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

## Extracts from Parent Email

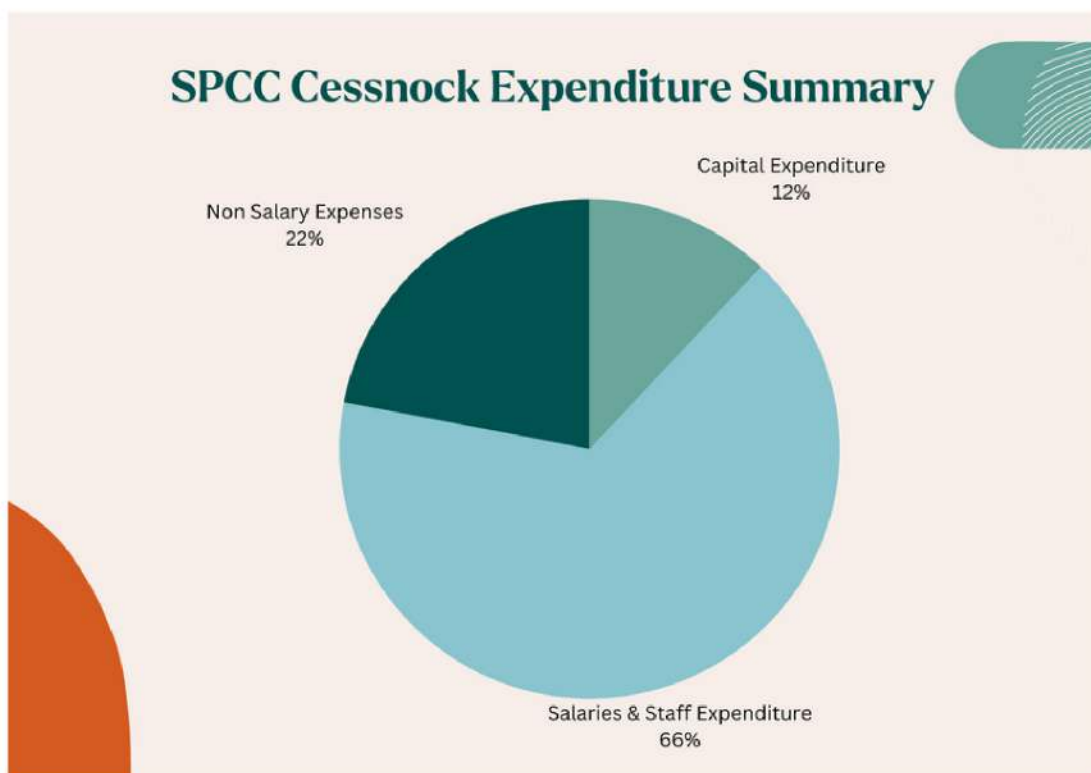
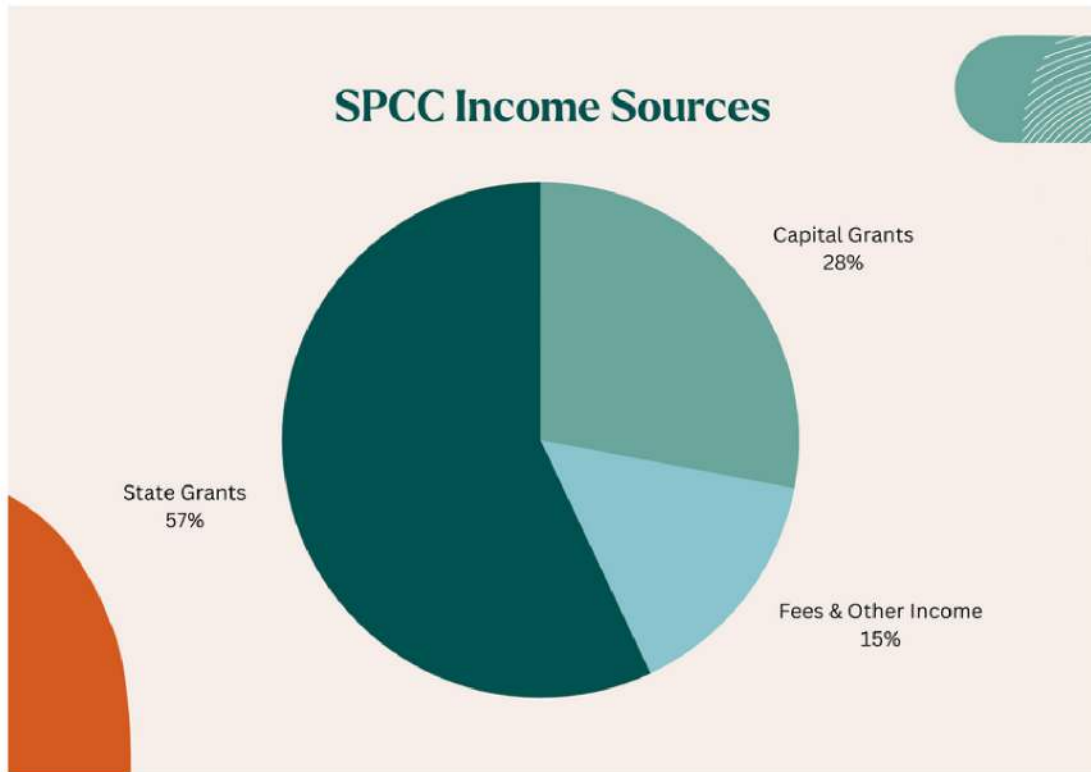
- *'Thank you for your ongoing hard work in supporting our kids and the whole community'*
- *'My husband and I would like say a big thank you to the teachers. Since being at St Philip's we have seen a big difference and we cannot thank them enough.'*

## Extracts from Parents on College Social Media Posts

- *'This was a great family event, thank you'*
- *'Such a beautiful celebration of Year 4''*
- *'Fantastic staff in a fantastic school'*



# FINANCIAL INFORMATION



## Publication Requirements

This Annual Report will be made available on NESA 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  
2022