



Annual Report 2023



Theme 1

Context



Board Report



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

Greetings,

I am pleased to present my report to the Foundation for the year ended December 2023.

It is important to be reminded of the purpose of St Philip's Central Office, which is to:

- 1 - Ensure the organisation remains true to its Christian Mission
- 2 - Facilitate the efficient functioning of the schools and organisation
- 3 - Ensure that all activity and endeavour results in better outcomes for students
- 4 - Pursue growth opportunities.

St Philip's is motivated to deliver exceptional, whole education by modelling God's love in such a way that the potential of every person is realized in their life; that develops the whole child emotionally, intellectually, socially, physically and spiritually; that we positively impact the world through life-changing education. Our vision is to lead the progress and accessibility of exceptional Christian education in Australia and to pioneer learning environments that students love - authentic, life-changing communities filled with the Holy Spirit.

St Philip's is committed to a holistic vision of education that leads us to love proactively and advance the God-given purpose of individuals through exceptional ways of teaching and learning. We will continue to progress and deliver exceptional education in caring, secure and challenging learning environments based on Christian beliefs, values and practice.

The building and maintenance programs are progressing on a daily basis, ensuring our students and staff have the best facilities in which to work and prosper. Some projects have been completed with others under construction and we thank our builders and trades people for their skill and commitment to providing quality buildings. There are key St Philip's employees who contribute to the outcomes in this space - thank you each for your dedication and commitment.

Thank you to our ever-vigilant CEO, Graeme Irwin AM who continues to lead the St Philip's organisation with vision and determination. Thanks also to the staff in the Central Office, to teachers and staff across all schools - you each make a significant contribution to the quality outcomes of our organisation, ensuring St Philip's continues to be 'Whole of Life Leaders in Education.'

Thank you to the Board Directors who give of time and expertise in the oversight and governance of the St Philip's organisation. You are highly valued.

The years ahead will, no doubt, bring challenge and opportunity. St Philip's will continue to employ our Core Values of - Christ first, Serve one another, Strive for excellence, Do what is right and Build community. These values will ensure that we maintain the Christian culture of our organisation and the good name which we enjoy as schools-of-choice.

"Work with enthusiasm, as though you were working for the Lord rather than for people." Ephesians 6:7 NLT

Grace and Peace,

Les Holland

Chairman, Board of Governors, SPCEF
AGM 23rd May 2024

CEO Report



As the Chief Executive Officer, it is my privilege to present an overview of the significant events and achievements that unfolded across our school group throughout 2023. This report serves as a cornerstone in various documents, including individual School Annual Reports, and hopefully encapsulates the collective triumphs and endeavours of our community.

First and foremost, I extend heartfelt congratulations to every school and entity within our organisation, as well as to each student who has contributed to our shared success. Your dedication and commitment continue to inspire and shape our collective journey.

Each of our K-12 Colleges achieved outstanding HSC results in 2023. SPCC Port Stephens achieved a top ATAR of 95.80, with three students invited to exhibit their major work in ArtExpress and an additional two nominations. SPCC Cessnock climbed over 100 ranking spots with 75% of the cohort achieving a Band 4 or higher. Likewise, SPCC Gosford had 75% of student results at a Band 4 or higher, with five Band 6 or E4 results. 23% of students from SPCC Waratah achieved an ATAR over 90% with two achieving ATAR's over 99%. Three students from SPCC Waratah achieved All-rounder status, achieving Band 6 results in at least 10 units of courses studied. These are impressive results! Well done!

The mainstay of our success is dependent upon the unwavering dedication of our staff members. I wish to express my deepest appreciation to every individual who has tirelessly supported our mission, fostering an environment where growth and excellence thrive.

2023 marked a year of notable growth, particularly within our student body. As we reflect on the theme of 'Possibilities,' inspired by the verse from Matthew 19:26, we are reminded that with faith and perseverance, all things are possible in God.

I extend my sincere gratitude to our Executive Staff whose tireless efforts have propelled our organisation forward. Special recognition is due to the invaluable work of St Philip's executive Leadership Team (SPELT), alongside the dedicated team at our Central Office, whose contributions are instrumental in realising our vision.



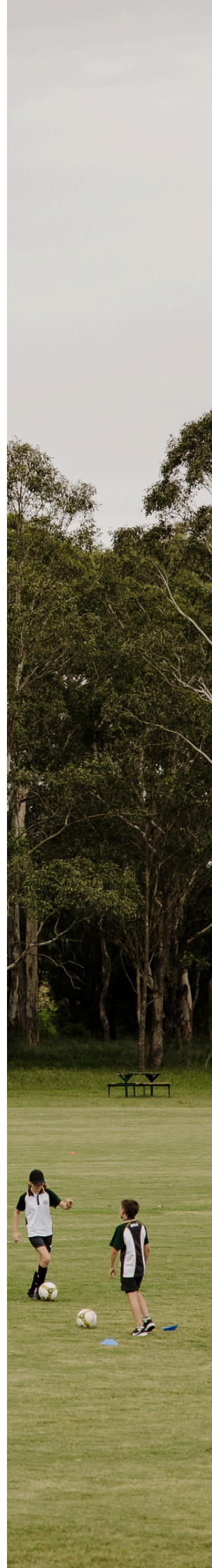
Throughout the year, we witnessed two significant transitions within our senior staff. Notably, Ally Warran's appointment as Principal of Dynamic Learning College (DLC) heralds a new chapter in the educational journey of DLC. Additionally, we celebrate the remarkable tenure of Graeme Evans, our Deputy CEO, whose forty years of service exemplify remarkable dedication. Thank you to Graeme, for your great contribution in moulding the culture of this organisation.

The inauguration of Saints Academy at Cessnock and Port Stephens signifies a pivotal step towards enhancing educational opportunities within our region. Saints Academy is an innovative new program in the after-school space – where intentional and tailored learning is offered to children as an alternative to traditional after school care options. Thank you, Paul Wellham, for taking on this innovative program and making it exceptional.

Plans for the establishment of SPCC Gilibaa, our first Aboriginal school, were crafted during 2023 underscoring our commitment to diversity and inclusivity. We were very pleased with the appointment of Jonathan Lilley to the position of Director of Aboriginal Education for St Philip's Christian College. As well as providing support across the organisation in Aboriginal and Torres Strait Islander education, Jonathan will be leading our first Aboriginal school, SPCC Gilibaa. From the Gathang language of the Worimi people, 'Gilibaa' means 'lights', a word which connects with Jesus' command to 'let your light shine' (Matt 5:16).

Infrastructure development remained a focal point in 2023, with notable additions including the Active Learning Centre in Newcastle, the Junior School at Port Stephens, and new Central Office, reflecting our ongoing commitment to providing state-of-the-art facilities.

The Waratah Active Learning Centre (ALC) has been designed to motivate and inspire students and staff to invest in the vision of their future healthy self. The building incorporates a large indoor multi-sport court space, ninja gym, climbing wall, dance and drama studios, classrooms and gymnasium facilities. These state-of-the-art facilities are already attracting great sporting partnerships and opportunities for our students.



The Port Stephens Junior School is the new face of St Philip's Port Stephens with its prominent placement on Salamander Way. This building has been designed with biophilic principles, connecting the students and staff more closely with nature, fostering a nurturing and inspiring learning environment. This building provides seamless integration between multiple entities of St Philip's on the Port Stephens site including, Narnia and also Gilibaa, an innovative bilingual Aboriginal school within a school.

The Central Office is a 3-storey building, that connects into the adjacent church, and is the new home of the Central Office staff of St Philip's. It provides training facilities for future teachers and professional learning activities and open plan office areas for staff.

Looking ahead to 2024, we embark on ambitious initiatives poised to shape the future of education within our communities. From expansive projects in Gosford and Cessnock, to the development of new Young Parents and Narnia centres, our aspirations remain upbeat as we continue to evolve and innovate. Also, we are working towards the establishment of new schools in the Charmhaven and Maitland areas where population projections indicate significant growth in school aged children numbers needing quality education.

In conclusion, while the role of leaders may often be characterised by words, it is imperative that we remain attuned to the voice of God, guiding our actions with wisdom and discernment. As we press forward, may we continue to uphold our shared values and vision, fostering a legacy of excellence for generations to come.

With warm regards and every blessing,

Graeme Irwin AM

Chief Executive Officer

May 2024



Principal Report



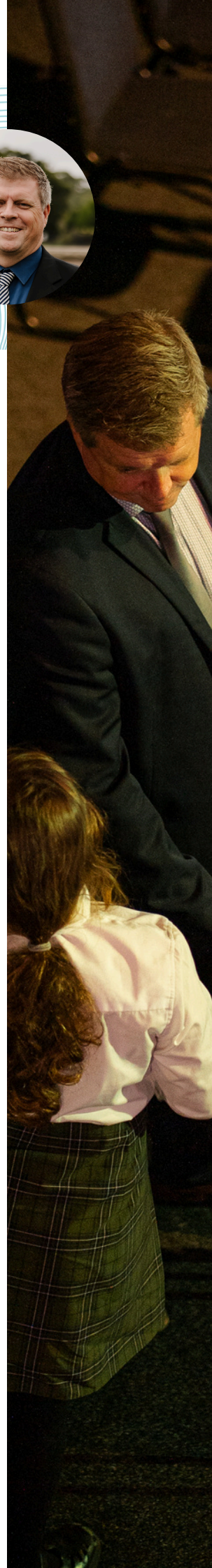
"Ask and it will be given to you; seek and you will find; knock and the door will be opened to you. For everyone who asks receives; the one who seeks finds; and to the one who knocks, the door will be opened." (Matthew 7:7-8, NIV) In a year where "Tenacity" was our theme, we have been challenged to keep pressing on into being and becoming all that we can as a school. The theme created an opportunity for the community, staff, and students to consider the challenges of life and to approach them with resilience, confidence, and faith that our God is with us and that we are on this journey together.

One of the significant highlights of 2023 was the reduction in staff turnover. Stability in our teaching and administrative teams has allowed us to build stronger relationships and maintain continuity in our educational programs. This consistency has been pivotal in building culture, driving our school's progress, and ensuring that our students receive a high-quality education.

Our Executive Team has grown stronger, fostering a culture of collaboration and strategic planning. With experienced leaders at the helm, we have been able to implement initiatives more effectively and address challenges with a unified approach. This synergy has been instrumental in enhancing our school environment and achieving our goals.

The establishment of the Principal's Advisory Group provided a valuable platform for open dialogue and feedback. This group, composed of representatives from each year group, enabled us to gather diverse perspectives and make informed decisions that reflect the needs and aspirations of our entire school community.

In 2023, we successfully implemented the Powerful Learning Framework, which has revolutionised our approach to teaching and learning. The Learning Framework emphasises student-centred learning, critical thinking, and the integration of learning dispositions that prepare our young people for life beyond and after school. Its implementation has led to noticeable improvements in classroom engagement and academic outcomes, preparing our students for the challenges of the future. Moreover, through the ongoing strategic implementation of the Learning Framework, we have witnessed a significant improvement in the quality of teaching and learning.



Our dedicated teachers have embraced professional development opportunities, incorporating innovative teaching strategies and best practices into their classrooms. As a result, our students are benefiting from a more dynamic and effective educational experience.

I am also thrilled to announce that our school achieved the best Higher School Certificate (HSC) results in our history. This remarkable accomplishment is a testament to the hard work and dedication of our students, the support of their families, and the unwavering commitment of our teachers. It highlights the positive impact of our collective efforts and the strength of our academic programs.

Additionally, we have seen the development of our Agriculture Centre, which has become a cornerstone of our curriculum and community engagement. The centre provides hands-on learning opportunities for students, fostering an understanding and appreciation of sustainable farming practices and the importance of agriculture in our daily lives.

The relaunch of the Spring Fair after several years of absence due to Covid restrictions was another incredible success, and a highlight of the year. With approximately 10,000 visitors, the fair was a resounding success, exceeding all our fundraising targets. The event not only provided a fun-filled day for families but also strengthened our community bonds and showcased the spirit and vibrancy of our school.

Our school community continues to grow, with student numbers hovering around 1,200 by the end of the year. This growth reflects our school's strong reputation for excellence and the supportive, nurturing environment we offer. This year has been a testament to the power of tenacity and faith. Together, we have overcome challenges, celebrated achievements, and laid a strong foundation for the future. I pray that our community will continue to ask, seek, and knock, knowing that with perseverance and God's guidance, we will continue to thrive and grow as a school community.

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
Assistant Principal (Teaching and Learning)	Mr David Cole
Head of Senior School	Mr Andrew Roxby
Head of Middle School	Mrs Rebekah Margach
Head of Junior School	Mr Caleb Cooper

College Leadership Team

The K-12 Executive Leadership Team, Mr Luke Adams, Miss Renee Balcombe, Mrs Phillipa Batchelder, Mrs Jessica Clayton, Mrs Amanda Cochrane, Mr Wade Cochrane, Miss Karinne Cooke, Mr Joshua Crofts, Mrs Naomi Doherty, Mr Malcolm East, Mrs Charissa Foster, Mrs Karen Gouws, Mr Alex Green, Miss Stefani Humphris, Mrs Rebecca Johnson, Mr Ben Kelly, Mrs Shelly Kelly, Mrs Wendy MacKenzie, Mrs Laura Main, Mrs Skye Manning, Mr Jason Matheson, Mrs Belinda Mears, Mr Justin Moor, Mrs Katherine Moore, Mrs Alysia Neirinckx, Miss Hannah Nixon, Mr Andrew Polkinghorne, Mrs Leanne Preece, Mrs Monique Keet, Mrs Corey Rowntree, Mr Andrew Roxby, Mrs Belinda Shields, Mr Tom Sowden, Mr Joe Stevens, Miss Isabella Stratford,

College Captains: Lily Stothard, Levi Hayward

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 since expanded to Kindergarten to Year 12.

Our College is located on an expansive 103 acre site at Nulkaba, between the town 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 acknowledges 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 Creative and Performing Arts (CAPA) learning programs. Extra-curricular activities include: a wide range of sporting activities, 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.

Junior School Report



The school year was marked by the provision and favor of the Lord. This was evident with the ongoing commitment by our staff to provide quality teaching and care for our students. Throughout the entire year, the staff collaboratively worked with families and external agencies to help students manage challenging hardships and those with additional needs. The teaching team maintained a commitment to high expectations on student conduct to ensure we have a safe learning environment for students to enjoy.

Building community was evident with key school events such as India Week, JS Disco, Spring Fair, wide-ranging incursions, excursions, lunch clubs and additional co-curricular activities which populated the school calendar. The school property was enhanced with newly painted handball courts and a fitness track for students to enjoy. This was funded from the 2022 Junior School Disco fundraiser.

The strategic priorities maintained a commitment to developing a school wide behaviour management policy, procedures and practices that benefited teacher practice and student relationships. We successfully trialled our new THRIVE program which is designed to build important social and emotional skills in young students so they can develop positive behaviours and healthy relationships. This will be fully implemented by the end of 2024. Teachers continued their commitment to implementing The Powerful Learning Framework in each lesson as the college prioritised the development of learning dispositions in our students. These priorities were all supported by the creation of a positive school environment which featured our newly designed Thumbs Up and High Five Values Award system for which our students expressed great appreciation.



Finally, the year ended with student achievement evident across the school and a sense of success experienced by our students, teachers and leaders. Many good memories were forged in our minds, with much laughter that accompanied the journey to completion. Yet, it was framed by Psalm 127:3 which reads, “Children are a gift from the Lord, they are a reward from him”. We will never forget that our students are a gift from the Lord and are precious in His sight.

I thank the Lord for His provision, faithfulness and steadfast love which was evident throughout 2023.

To God be all the glory.

Mr Caleb Cooper
Head of Junior School



Middle School Report



Our focus for 2023 in Middle School, was about considering all the possibilities that existed and seeking opportunities to have confidence and boldness to try new things and not be limited by our comfort zones. Throughout the year, we prioritised building a culture of consistency, connectedness, and belonging for all students. This was fostered through a variety of incursions, excursions, camps, and visiting guest programs, enabling students to broaden their perspectives and contemplate their roles in the global community.

Academic Focus

In 2023, our teaching staff remained dedicated to enhancing our learning programs. Teams in Stage 3 and 4 embarked on designing new units aligned with upcoming changes in the English and Mathematics curriculum for 2024. The integration of our Powerful Learning Framework, a comprehensive initiative inspired by Guy Claxton's work, continued to empower students with 20 essential learning dispositions, fostering critical thinking and collaborative skills. Witnessing students take ownership of their learning journey and excel in these areas has been truly rewarding.

Additionally, our transdisciplinary approach in Stage 3 and 4 Integrated programs enriched students' learning experiences, integrating subjects such as Science, PDHPE, Geography, History, and Visual Arts. This approach not only strengthened academic connections but also nurtured 21st-century skills through real-world applications.

Looking ahead, our Faculty Teams are planning further transdisciplinary initiatives to enhance curricular connections and develop future learning units, facilitating intentional links across various disciplines.



Key highlights in our academic program included:

- Acer General Ability Tests (AGAT) and Progressive Achievement Tests (PAT) for Maths and English Testing across Years 5-8 to gain a greater understanding of student potential, achievement and learning gaps
- Introduction and return to programs to enhance the learning of our gifted and talented (GATE) students
- Professional development for key staff in how to teach high-potential and gifted students
- The embedding of the Writer's Toolbox program across Years 5-8, to support the strengthening of fundamental sentence and paragraph structure
- Continual development of our Middle School Debating Teams, with both cross-campus and regional competition opportunities
- Enhancing our Stage 3 DaVinci Electives and Year 8 Elective Programs

Student Wellbeing Focus

Student Wellbeing is a focus of our school and is embedded into our College Strategic Plan. Our Wellbeing Team collaborated with pastoral care teachers to develop a Wellbeing program, called "Thrive", which has been designed to support young people in developing their social and emotional awareness, and to help young people become resilient. Our Middle School also trialled the new platform "Wellio" for potential implementation across the whole school in 2024.

Our Wellbeing Staff also delivered a range of early intervention programs, aimed at supporting our students with: their social interactions, managing anxiety, coping with grief and loss, friendships and developing resilience.

The highlights from our intervention and wellbeing programs for 2023 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



Additionally in 2023, we wanted to create greater emphasis on the role of our four Houses: Allandale, Campbell, Lomas and Wonnarua. The purpose of this increased emphasis was due to the increasing number of students in the Middle School and a desire to see them feel more connected from a belonging perspective to a group of people. With the introduction of pastoral care games, also known as PC Games, the purpose of belonging to a College House and the identification of being part of that House, became more significant.

Our students were also given additional opportunities to participate in leadership opportunities throughout 2023. Students in Years 5, 6 and 7 selected a student from each of their classes to be on their student representative council. With our raised profile on Houses, we also increased the leadership opportunities for representing their House. In Years 5, 6 and 7, two students were selected per House in each year to take on a supportive leadership role, to assist the Year 8 House Captains and Vice Captains. Year 8 were also provided with the opportunity to take on a Captain, Vice Captain or Student Leader role.

Creative Focus

Our students have had opportunities to demonstrate their talents across a range of curricular and 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. In addition to this, students performed at our annual Spring Fair event, which draws a crowd of thousands from the local community. These events offer students real world, authentic experiences to develop skills in performance and showmanship.

Many students also participated in private music lessons, held on site throughout the year – with many students able to demonstrate their talents in our weekly assemblies and chapel services.



In the Middle School, we also had a number of students represent the College at the Hunter Region Independent Schools sporting events. In addition to this, we also had students who represented the region, state and nation in the following events:

- Combined Independent Schools Swimming Championships
- Combined Independent Schools Primary Touch Football
- PSSA AFL Girls Team
- PSSA All Schools Netball Team
- PSSA All Schools Gold Championship
- Australian representation at the Pony Club International Dressage Competition
- A range of International Golf Tournaments
- National PSSA Golf Championship
- All Schools Athletics

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 three sponsor children through Compassion Australia.

Students also had the opportunity to serve one another in different ways through the embedding of cross-stage buddy programs.

Our Middle School students also participated in a fundraiser to support nationwide communities, such as Lismore, who have been recovering from widespread flooding. They also contributed significantly to the fundraising for our sister school in India, through our annual India Week.

Excursion and Camp Highlights

- Year 5 Wildlife and Wetlands Excursions
- Year 6 Race around Newcastle
- Year 7 King Tut Incursion
- Year 7 & 8 Live Theatre Performances
- 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



What a joy it has been to serve the community of Cessnock and our school as the Head of Middle School in 2023. 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

2023 has been yet another successful year for Senior School at St Philip's Christian College Cessnock. We launched the theme "Possibilities" and we dreamt of a range of initiatives that could further prosper our culture in Senior School:

a) The inaugural House Music Challenge where we came together as a College and belted out House Choirs, rocked the stage with our House Bands, and displayed artistic flare with the House Banner. This was a great sub school community event that not only allowed our students to shine, but also built the pride and connection to House Culture.

b) The Year 10 Charity Dinner was another example of a possibility that became a reality. An important social milestone was created by the Yr 10 SRC and Mr Cochrane (Year 10 Leader) that was able to draw on community businesses and raise money for Camp Quality.

c) Our College Prefect team led new initiatives such as Wellbeing Wednesdays, Thankful Thursday, deliberate coaching of students in academic preparation for Yr 9 and 10 exams, Sport House Challenges and bringing the connection of sub schools closer together with Agriculture Prefects showcasing our livestock to Junior school.

d) The Cross Campus Study Camp continued to grow in popularity and purpose with over 70% of our ATAR seeking Yr 12 cohort attending this academic event to prepare themselves for HSC Trial Examinations.

2023 also saw a range of co-curricular events significantly contribute to student belongingness at the College. From our student athletes representing at various HRIS Gala days, our Yr 10 students winning the regional debating competition, Commendation reward BBQ's, Careers Expos, distinguished achievement at Lion's Youth of the Year, Captivate evening showcasing HSC major works, Yr 10 Mental Health First Aid courses, the range of students hosting the Bench at Chapel, College Camps and the Senior School Fun Day



As well as continuing to add value to the socio-emotional development of our students, the year also saw us continue to forge forward with a Senior School mentality. Our students have continued to reinforce and build on their academic accountability and responsibility, being aspirational in their pursuits so that they may become a positive community contributor.

We enjoyed our most successful HSC Results in 2023. As a College, we have climbed over 100 ranking spots to be 273rd in the State in terms of Merit List Achievers. Our students amassed 17 Band 6's, 59 Band 5's and 130 Band 4's, meaning that 75% of our student subject entries attained a score of Band 4 or better.

Whilst the majority of our University seeking students had already gained early entry into preferred tertiary study, we were pleased to learn of students at the College attaining ATAR scores of 95.5, 94.85 and 92.1. A range of our SmartTrack and non-ATAR students went on to secure apprenticeships in Boiler making, Carpentry, Electricians and Auto-Mechanics.

We farewelled Mr Brendon Guest, who had been the Head of Senior School for the previous 7 Years. He has left behind a legacy of a academic culture where within the wider Cessnock community that only has 34% of the population has gone on to complete Yr 12 studies, to a College where we have had 65% of our eligible Year 10 cohort go to complete their HSC.

Mr Andrew Roxby

Head of Senior School



Theme 2

Outcomes and Results



Senior Secondary Outcomes



It is pleasing to report that, for the second consecutive year, the College saw their strongest HSC result, with considerable growth compared to 2022 which also represented our best achievement in recent years. In fact, the 2023 HSC results comfortably represented the College's strongest ever HSC results, showing a trend in reduction of low achievement and consistent movement toward improved achieved in the higher bands. This growth is representative of the fruit of a number of initiatives across the College. These include the continued growth of an academic culture in students, supported by high teacher expectations and the ongoing success of the HSC Cross Campus Study Camp, which 80% of exam-sitting Cessnock students attended in 2023. It also includes academic extension and enrichment work, starting in year 9, conducted with several of our highest achievers from the 2023 cohort. College staff have also undertaken considerable professional development, supported by targeted goal setting and HSC data analysis over recent years to equip them with more effective pedagogical and assessment approaches in the HSC.

The success of the 2023 Cohort is represented in a number of key statistics:

- 1.As a percentage of exams sat, Band 5/6 achievement represents just under 30% of students. This has increased from 28% in 2022 and an average of 18% over the 2019-2021 period.
 - 2.There were 17 Band 6/E4's scored in 2023, compared to 9 in 2022 and an average of 2 in the years 2019-2021. This now represents 6% of exams sat, compared to 1% in 2019-2021.
 - 3.As a percentage of exams sat, Band 1/2 achievement was only 3% of exams sat in 2023, with no Band 1 achievement at all. This is down from a peak of 14% in 2019.
 - 4.3 students achieved ATARs over 90 for the first time in the College's history.
 - 5.17 of 25 subjects offered in 2023 had a positive trend in their Band achievement in 2023.
- The College improved more than 100 ranks in the SMH School Ranking Tables from our 2022 achievement, which itself was a significant improvement on previous years.

The strongest achieving subjects in 2023 were Ancient History, Community and Family Studies, Design and Technology, English Advanced, English Extension 1, English Extension 2, Industrial Technology Timber, Legal Studies, Mathematics Advanced, Mathematics Standard, Mathematics Extension 1, Music 1, Visual Arts and PDHPE. Overall, there was a considerable decline in Band 1 and 2 achievement with no Band 1s being achieved in 2022 or 2023. This marks a significant improvement on previous years. Correspondingly, there has been a considerable growth in achievement in the Band 5/6 range. This extended to students achieving E4s in a number of extension subjects, demonstrating the increased academic rigour and student achievement at the College. This includes the first ever E4 in English Extension 2; a highly challenging subject. Overall, 75% of all exams sat, now sit in the Band 4/5/6 range, which represents a 15% increase from previous years. Put simply, there is therefore a positive trend in student achievement overall.

2023 also saw the Young Entrepreneurs Scheme (YES) rebranded as the SmartTrack program, bringing it more into alignment with other SPCC campuses. The program now adopts a more stable pattern of enrolment for students, enabling them to progress together in a stronger cohort model where they are mentored by a core teacher who spends significant time with them. The program now has stronger enrolment in Years 11 and 12, with a much larger percentage of students completing the entire program to graduate from Year 12. Alongside the growth of SmartTrack, the College continues to offer a rich variety of VET options in Stage 6 and, under the guidance of the VET Coordinator, have achieved excellent results in external compliance audits over the last two years. The College is proud to offer a broad variety of VET options to respond to student interest and future career progressions.

Vocational Education and Training & HSC Qualifications 2023

Percentage of year 12 students undertaking VET courses: 36.2%

Percentage of Year 12 students attaining a VET qualification: 44.6%

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

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 courses 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 %
Agriculture	2023	7	0.00	14.60	99.99	85.41
Ancient History	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
	2023	5	0.00	18.96	100.00	81.04
Automotive Exam (Mechanical Tech)	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
	2023	6	0.00	21.39	99.99	78.60
Biology	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
	2023	30	6.66	10.62	93.32	89.39
Business Studies	2019	12	8.33	16.19	91.67	83.81
	2020	12	25.00	17.00	75.00	83.00

	Year	Total Students in Course	School % Band 1-2	Bands 1-2 State Comparison %	School % Band 3-6	Bands 3-6 State Comparison %
	2021	12	25.00	12.96	75.00	87.04
	2022	11	0.00	9.67	100.00	90.33
	2023	14	0.00	11.79	99.98	88.21
Chemistry	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
	2023	9	22.22	14.29	77.77	85.70
CAFS	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
	2023	8	0.00	7.76	100.00	92.24
Construction Exam	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
	2023	2	0.00	3.74	100.00	96.26
Dance	2021	1	0.00	1.88	100.00	98.12
	2022	2	0	0.36	100.00	99.64
	2023	N/A				

	Year	Total Students in Course	School % Band 1-2	Bands 1-2 State Comparison %	School % Band 3-6	Bands 3-6 State Comparison %
Design & Technology	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
	2023	3	0.00	5.00	99.99	95.00
Drama	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
	2023	4	0.00	1.05	100.00	98.95
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
	2023	N/A				
Electrotechnology Exam	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
	2023	3	0.00	9.56	99.99	90.44
Engineering Studies	2019	2	0.00	7.84	100.00	92.16
	2020	4	0.00	8.34	100.00	91.66
	2021	5	0.00	7.46	100.00	92.54
	2022	5	0.00	14.02	100	85.98

	Year	Total Students in Course	School % Band 1-2	Bands 1-2 State Comparison %	School % Band 3-6	Bands 3-6 State Comparison %
	2023	2	0.00	4.77	100.00	95.23
English (Advanced)	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
	2023	34	0.00	0.56	99.98	99.44
English (Standard)	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
	2023	22	0.00	10.30	99.99	89.70
English Studies Exam	2019	1	100.00	64.45	0.00	35.55
	2022	13	30.77	33.00	69.23	67.00
	2023	N/A				
English Ext 1	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)
	2023	N/A				
English Ext 2	2019	1	0.00	19.83 (E1/E2)	100 (E3/E4)	80.17 (E3/E4)
	2023	N/A				
Entertainment Industry	2020	1	0.00	3.23	100.00	96.77
	2023	N/A				

	Year	Total Students in Course	School % Band 1-2	Bands 1-2 State Comparison %	School % Band 3-6	Bands 3-6 State Comparison %
Food Technology	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
	2023	5	0.00	11.33	100.00	88.67
French Beginners	2018	1	0.00	13.98	100.00	86.02
	2023	N/A				
Geography	2021	9	22.22	8.02	77.78	91.98
	2022	6	0.00	10.04	100.00	89.96
	2023	6	0.00	7.18	100.00	92.81
Hospitality (Kitchen Operations) Exam	2019	6	16.67	10.38	83.33	89.62
	2023	N/A				
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
	2023	3	0.00	6.69	99.99	93.29
Information Process & Technology (IPT)	2015	7	28.57	14.70	71.43	85.30
	2023	N/A				

	Year	Total Students in Course	School % Band 1-2	Bands 1-2 State Comparison %	School % Band 3-6	Bands 3-6 State Comparison %
Information Technology	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
	2023	N/A				
Industrial Technology	2023	6	0.00	14.19	99.98	85.82
Investigating Science	2019	10	30.00	20.90	70.00	79.10
	2020	6	0.00	16.07	100.00	83.93
	2023	N/A				
Japanese Beginners	2020	1	100.00	19.69	0.00	80.31
	2021	N/A				
	2022	N/A				
	2023	N/A				
Legal Studies	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
	2023	10	0.00	9.71	100.00	90.28

	Year	Total Students in Course	School % Band 1-2	Bands 1-2 State Comparison %	School % Band 3-6	Bands 3-6 State Comparison %
Mathematics General	2017	20	40.00	25.00	60.00	75.00
	2023	N/A				
Mathematics (General 2)	2018	24	16.66	20.14	83.34	79.86
	2023	N/A				
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
	2023	N/A				
Mathematics (Standard 2)	2019	24	16.67	16.39	83.33	83.61
	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
	2023	40	7.50	17.69	92.50	82.32
Mathematics	2017	7	29.00	12.00	71.00	88.00
	2018	16	28.75	7.44	71.25	92.56
	2019	11	27.27	7.59	72.73	92.41
	2023	N/A				

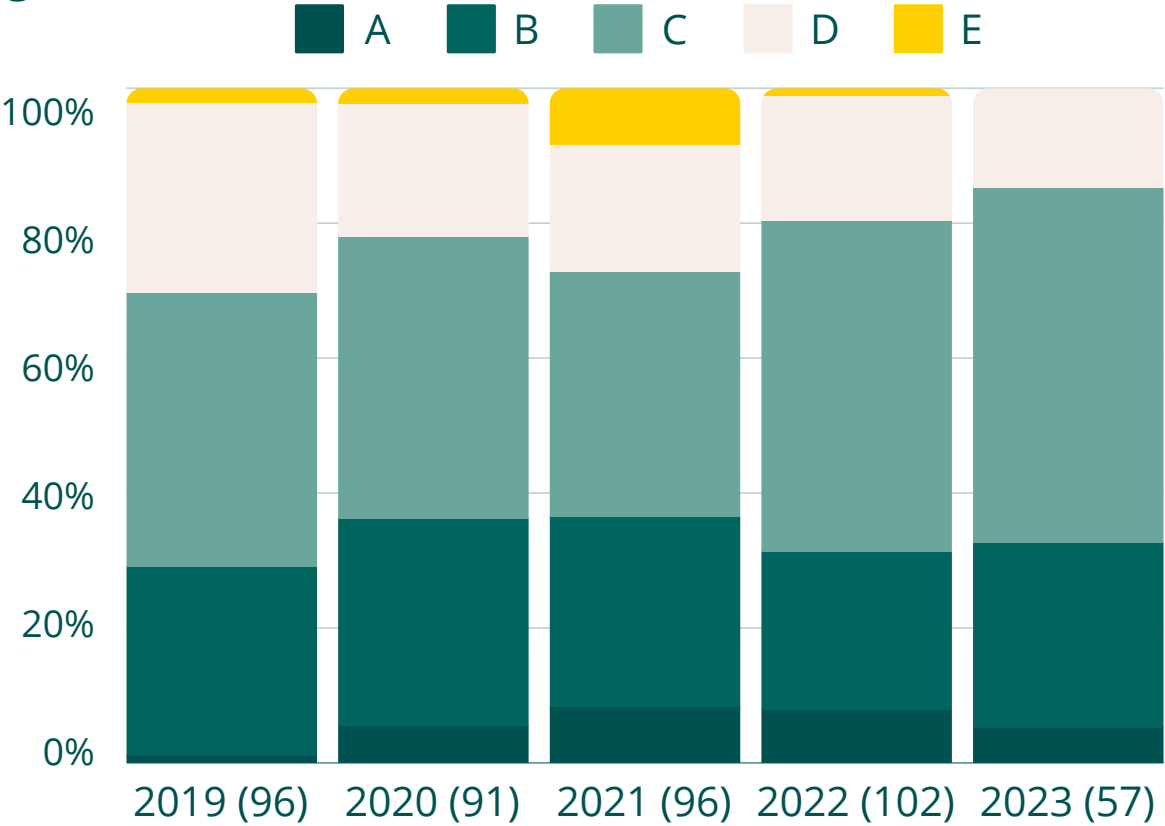
	Year	Total Students in Course	School % Band 1-2	Bands 1-2 State Comparison %	School % Band 3-6	Bands 3-6 State Comparison %
Mathematics Advanced	2020	18	22.22	4.19	66.67	95.81
	2021	9	33.33	6.15	66.67	93.83
	2022	12	0.00	5.52	100.00	94.48
	2023	9	0.00	6.93	99.99	93.07
Mathematics Ext 1	2019	3	100 (E1/E2)	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)
	2023	N/A				
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)
	2023	N/A				
Modern History	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
	2023	8	12.50	15.58	87.50	84.42
Music 1	2019	1	0.00	1.75	100.00	98.25
	2020	2	0.00	1.78	100.00	98.22
	2021	2	0.00	1.70	100.00	98.30
	2022	2	0.00	1.95	100.00	98.05
	2023	3	0.00	2.03	99.99	97.96

	Year	Total Students in Course	School % Band 1-2	Bands 1-2 State Comparison %	School % Band 3-6	Bands 3-6 State Comparison %
PDHPE	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
	2023	18	5.55	10.38	94.44	89.62
Physics	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
	2023	5	0.00	10.90	100.00	89.10
Primary Industries Exam	2023	6	0.00	3.21	99.99	96.79
Society and Culture	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
	2023	N/A				
Software Design and Development	2017	3	33.00	11.00	66.00	89.00
	2022	2	50.00	13.12	50.00	86.88
	2023	N/A				
Studies of Religion 1	2016	10	10.00	6.00	90.00	94.00
	2023	N/A				

	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 2	2020	1	0.00	7.92	100.00	92.17
	2022	3	0.00	6.76	100.00	93.24
	2023	N/A				
Tourism, Travel and Events Exam	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
	2023	N/A				
Visual Arts	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
	2023	8	0.00	1.04	100.00	98.96

Grade History

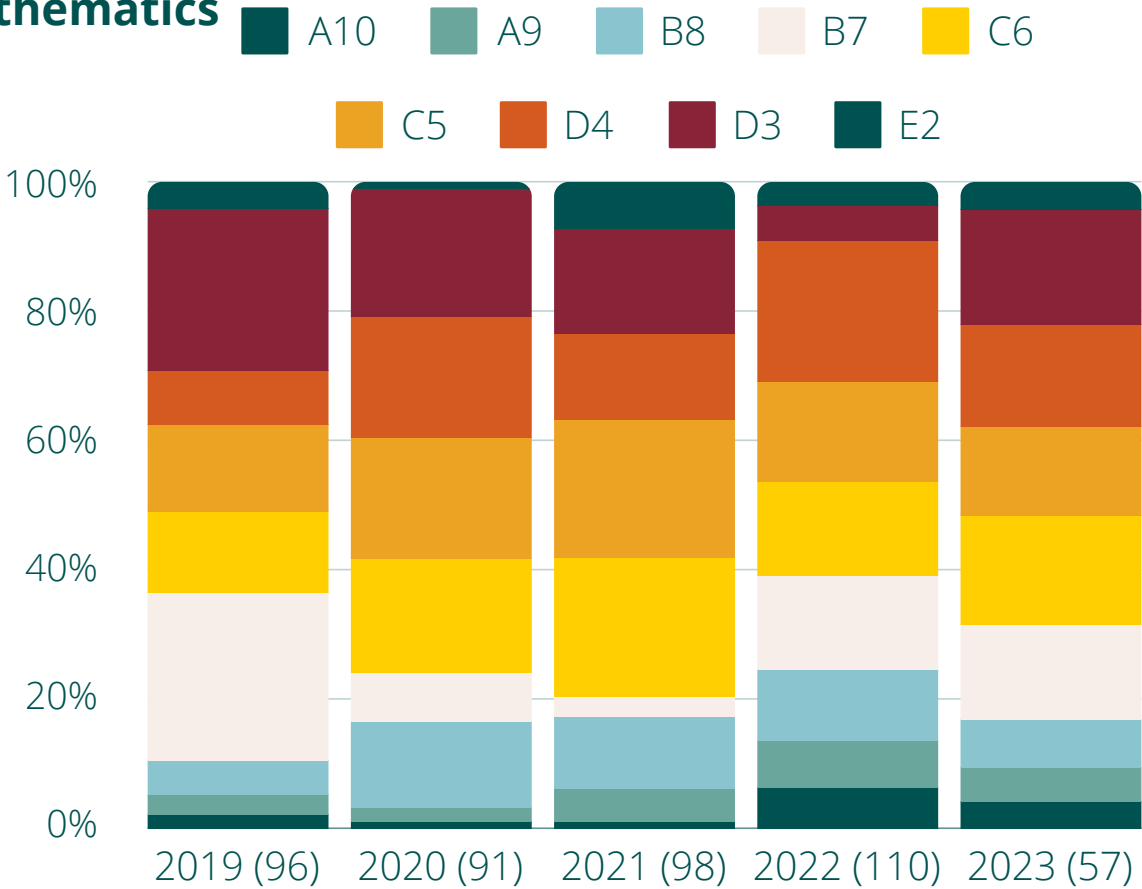
English



Data Sets	A	B	C	D	E
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
2023	5.26	27.36	52.63	14.73	

Grade History

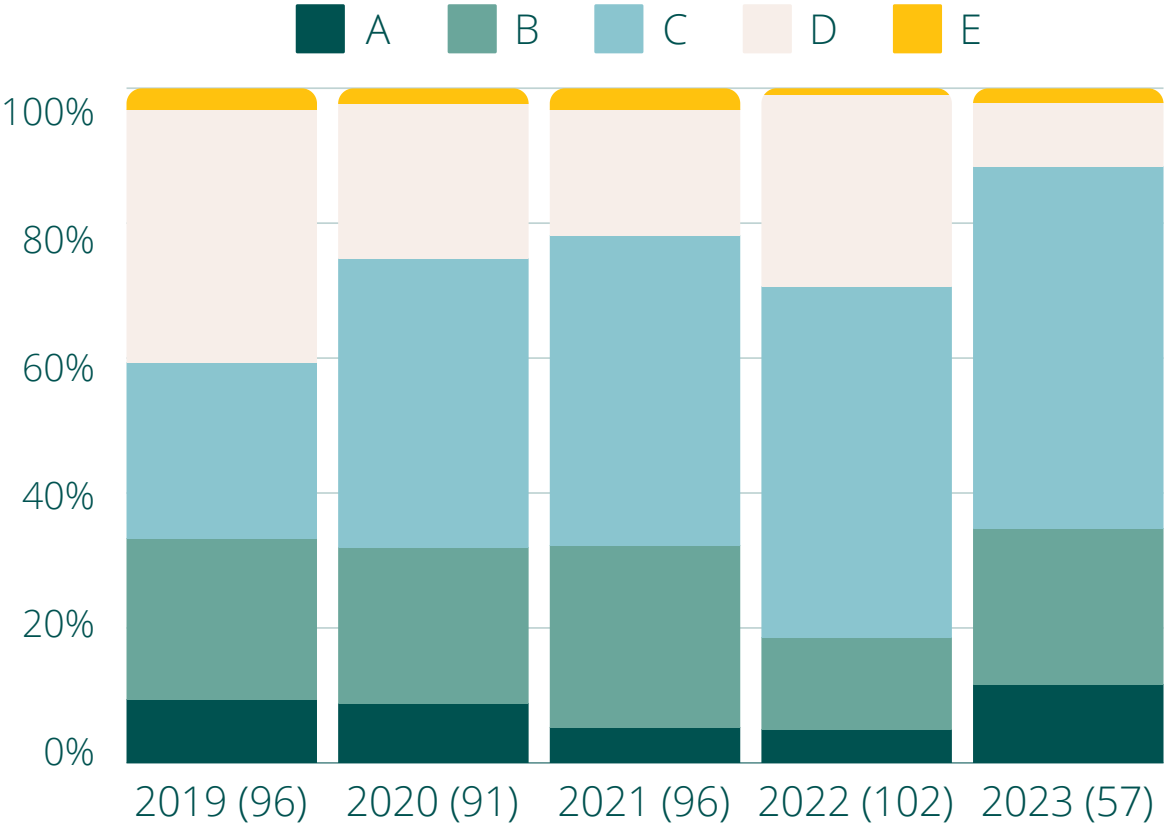
Mathematics



Data Sets	A10	A9	B8	B7	C6	C5	D4	D3	E2
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
2023	4.21	5.26	7.36	14.73	16.84	13.68	15.78	17.89	4.21

Grade History

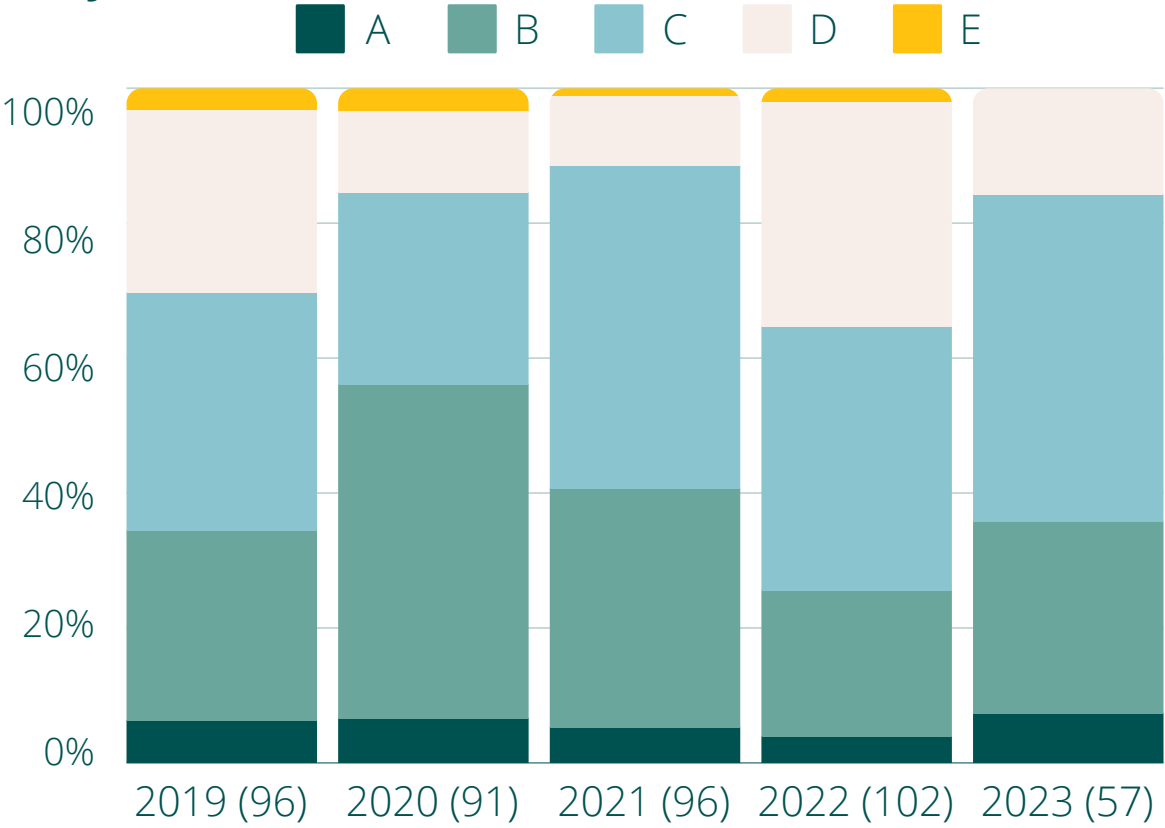
Science



Data Sets	A	B	C	D	E
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
2023	11.57	23.15	53.68	9.47	2.10

Grade History

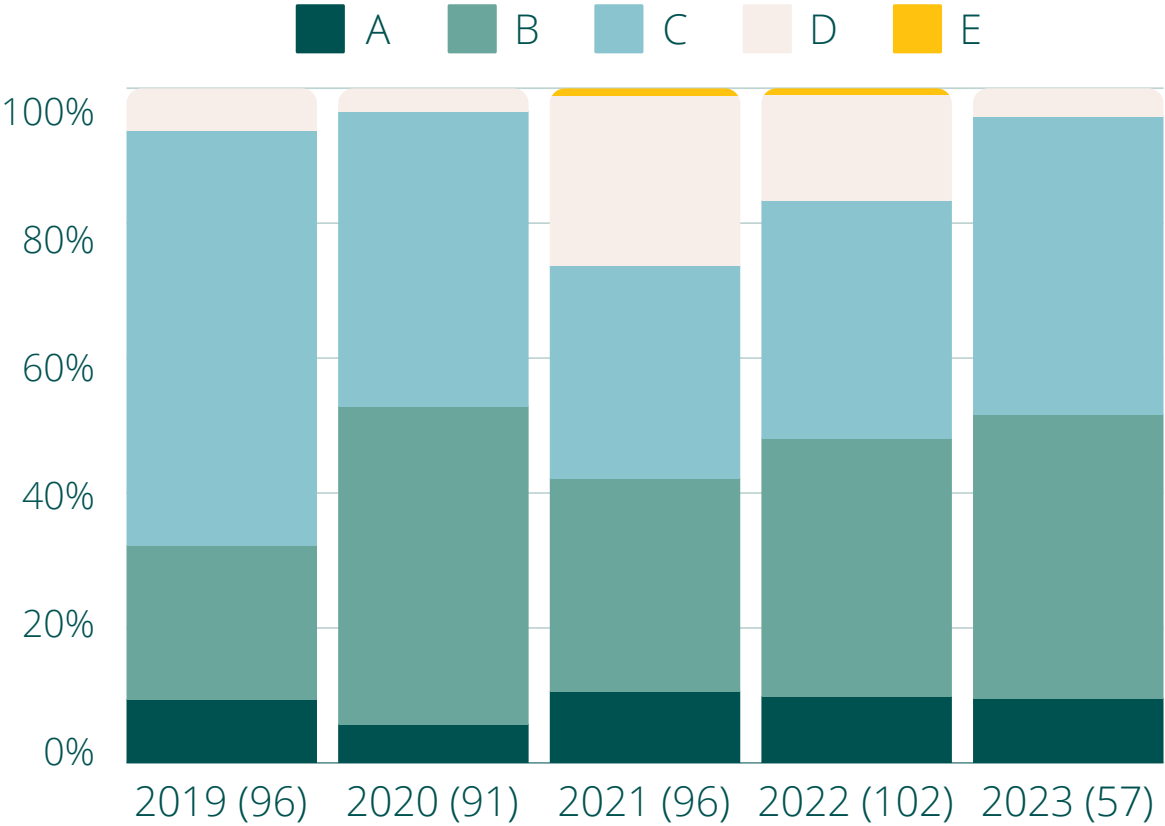
History



Data Sets	A	B	C	D	E
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
2023	7.36	28.42	48.42	15.78	

Grade History

PDHPE



Data Sets	A	B	C	D	E
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
2023	9.47	42.10	44.21	4.21	

Theme 3

Staffing



Workforce Composition

Teaching Staff	116
Fulltime Equivalent Teaching Staff	107.1
Non-Teaching Staff	68
Fulltime Equivalent Non-Teaching Staff	49.4
Percentage of staff in 2023 that are Aboriginal and Torres Strait Islander peoples	1.1%

Accreditation

Level of Accreditation	Number of Teachers
Conditional	6
Provisional	4
Proficient Teacher	106
Highly Accomplished	0
Lead Teacher (Voluntary accreditation)	0

Theme 4

Attendance



Student Attendance

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

Regular attendance is 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 only 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 2023 — Cessnock Campus

Year	Enrolment	Full Year Equivalent	Full Days	Absence	Attendance	Attendance %
Kindergarten	79	75.54945	13750	932	12818	93.2%
Year 1	88	85.32418	15529	1271	14258	91.8%
Year 2	100	95.41209	17365	1512	15853	91.3%
Year 3	100	94.87912	17268	1502	15766	91.3%
Year 4	96	89.85714	16354	1352	15002	91.7%
Year 5	115	110.9066	20185	1815	18370	91.0%
Year 6	110	105.8681	19268	2002	17266	89.6%
Year 7	117	114.2857	20800	1898	18902	90.9%
Year 8	103	98.17582	17868	2017	15851	88.7%
Year 9	117	109.7308	19971	2359	17612	88.2%
Year 10	101	93.5989	17035	2079	14956	87.8%
Year 11	74	68.81319	12524	1233	11291	90.2%
Year 12	67	60.04945	10929	620	10309	94.3%
Total	1267	1202.451	218846	20592	198254	90.6%

Retention of Year 10 to Year 12

The retention rate of students who completed Year 10 in 2021 (91 students) and continued in the College to complete Year 12 in 2023 (57 students) was 62%.

Post-School Destinations

Post-School Destinations	
University	25
Workforce or Seeking Employment	4
TAFE	4
Other	24

Characteristics of Student Body

Total Enrolments K-12	1214
Boys	618
Girls	596
Fulltime Equivalent Enrolments	1214
Indigenous Students	6% (73 students)
Language Background Other Than English	10% (121 students)

Theme 5

School Policies



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, the Business Manager, is responsible for completing the collection of student and financial data and for ensuring it is provided to DEEWR in an appropriate form.



Policies

The following school policies are publicly available on the school website:

- [SPCC Cessnock Privacy Policy](#)
- [Attendance Policy Guideline and Procedures](#)
- [Code of Conduct Parents and Spectators](#)
- [Enrolment Policy](#)
- [Enrolment Terms and Conditions of Enrolment Contract](#)
- [Managing Complaints and Grievances Policy](#)
- [Mobile Phones and Other Electronic Devices Policy](#)
- [Parent Code of Conduct Policy](#)
- [SPCC Whistleblower Policy](#)
- [Student Anti-bullying and Harassment Policy](#)
- [Student Code of Conduct Policy Guidelines and Procedures for Students and Parents](#)
- [Uniform Policy](#)
- [Compulsory School Attendance Information](#)
- [2024 Bus Expectations Update](#)
- [Child Protection Policy](#)
- [Child Protection Reportable Allegations against Employees](#)



Theme 6

Stakeholder Satisfaction



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 Meetings
- AIS Your School in Focus Perspectives Survey

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 Appreciation Awards
- AIS Your School in Focus Perspectives Survey
- Gallup Q12 Survey



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
- Principal's Advisory Group
- Student Leaver's Form/Exit Interviews
- Parent Meetings (via Zoom when necessary)
 - Meet the Teacher
 - Information Nights
 - Discussions with Parents on Informal Occasions
- AIS Your School in Focus Perspectives Survey

Parent Feedback Extracts

- *I wanted to thank the school for making the transition a smooth one, xx has slotted in so very easily. I am also blown away by the recognition of xx achievements at the athletics carnival. In the 2 weeks at the school he has received a commendation. To recognise and acknowledge children doing well, in any field, especially as a brand new student, is such a beautiful quality in education and is not seen often enough. Thank you.*
- *Our son started at St Philip's in Year 3 and has had a positive experience - growing in both personal and academic growth. His teachers have guided and supported him throughout his journey. He has enjoyed many opportunities and has thoroughly enjoyed his time at St Philip's, developing a close friendship network, positive rapport with teachers and mentors.*
- *Our son is loving being at SPCC, and is so happy with his teacher and the support he receives. He feels included for the first time in his schooling and is demonstrating academic improvement. We could not ask for more.*

Student Feedback Extracts

- *SPCC gave me so many learning opportunities that helped me get through Year 12 and kept my interest in school. I also valued the teachers and their high work ethic and the positive relationships I made with them. Overall the best school ever to come for education opportunities.*



Staff Feedback Extracts

- *SPCC Cessnock holds a very special place in my heart. I wholeheartedly believe in the 'brand' of education SPCC utilises and believe that SPCC does an amazing job in preparing students 'for the whole of life'.*
- *Teachers are friendly and genuinely like each other.*
- *SPCC Cessnock is a school creating a positive culture. Staff are committed to supporting one another.*
- *I love the way the leaders at this school demonstrate their appreciation to staff. I have never been thanked so much! It is a wonderful school and I am grateful to be a part of it.*



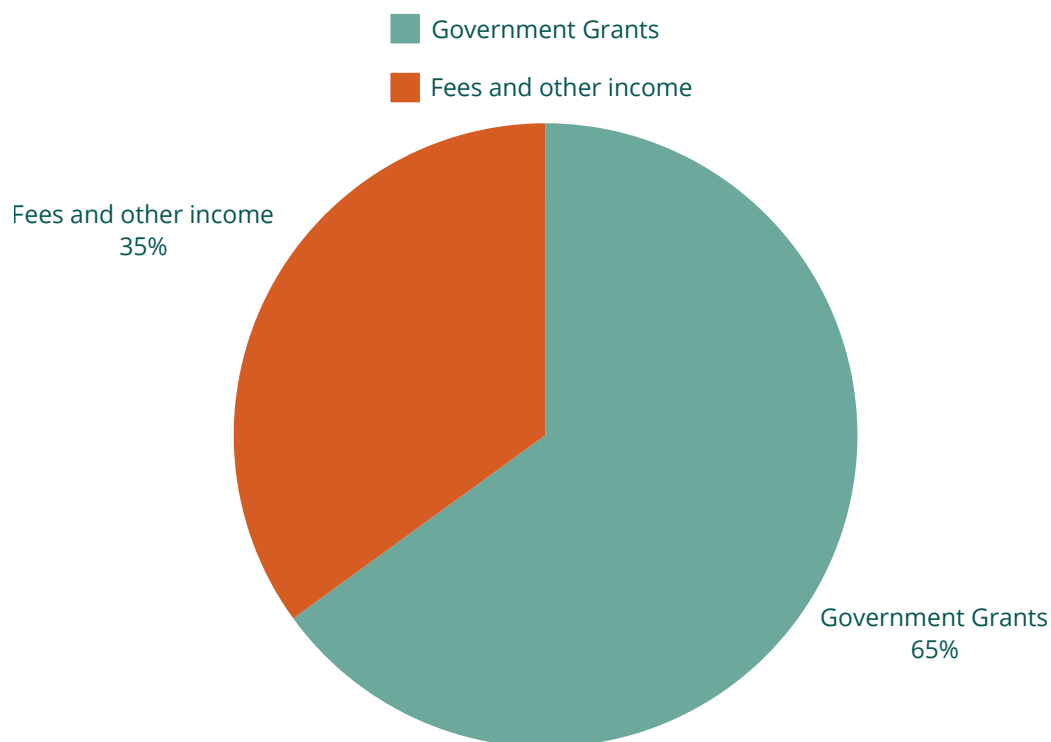
Theme 7

Financial Information



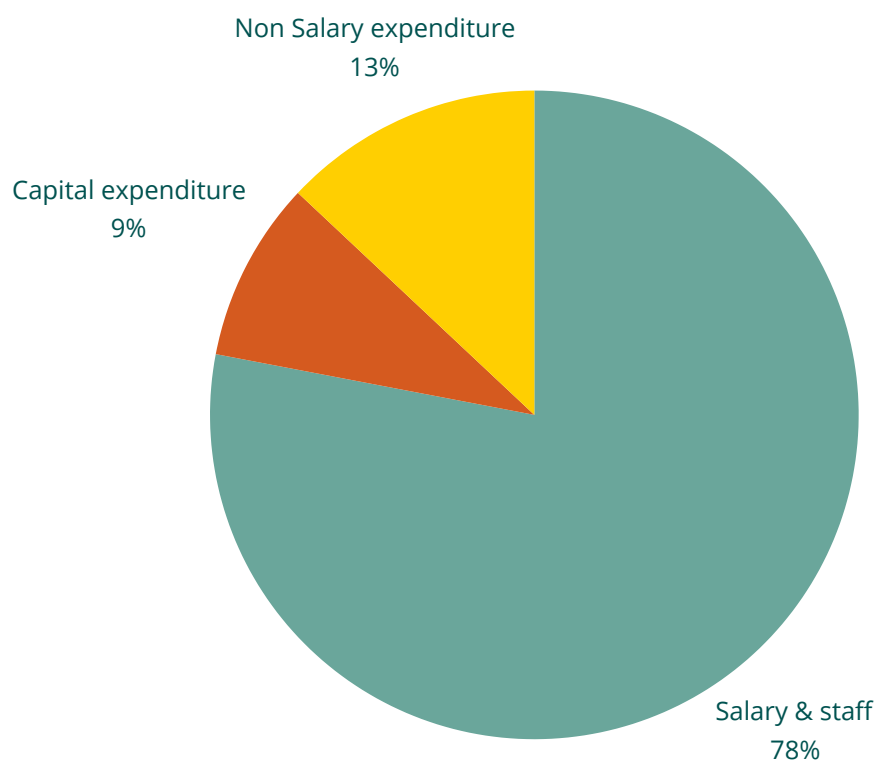
FINANCIAL INFORMATION

INCOME SOURCES 2023



EXPENDITURE SUMMARY 2023

■ Salary & Staff ■ Non salary expenditure ■ Capital expenditure





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.



**St Philip's
Christian
College**
FOR THE WHOLE OF LIFE

St Philip's Christian College, Cessnock

(02) 4007 5000

cessnock@spcc.nsw.edu.au

10 Lomas Lane, Nulkaba NSW 2325