



# Annual Report 2024



# Theme 1

## Context

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# CEO Report

2024 has been a truly exceptional year.

To our staff, parents, and, of course, our amazing students, I extend my heartfelt gratitude. Your dedication to this community is the foundation of what makes St Philip's such a unique and thriving place. We are deeply thankful for every one of you.

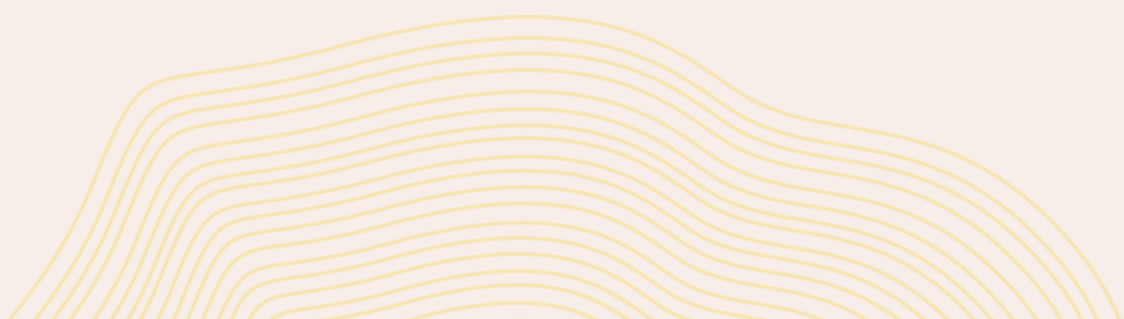
In 2024 our theme has been **Tenacity**, a quality we've seen so powerfully displayed across our community—students, staff, and families alike, and woven through so many of the new pursuits undertaken this year.

One of the significant achievements for 2024 was the launch of **SPCC Gilibaa, our Bilingual Worimi College**. Gilibaa has been a phenomenal success, bringing an innovative, bilingual approach to education as students learn in both English and their native Gutung language. Since its launch in January, it has truly flourished. In November, we were thrilled to be recognised as a **5-Star Innovative School for 2024** — a testament to the courage and innovation behind Gilibaa's mission. The Kindergarten class for 2025 is already at capacity, and in just a year, we are expanding from one K-2 class to five K-4 classes

This year we also launched our Pioneer magazine. Pioneer is a biannual publication from St Philip's Christian Education which highlights groundbreaking educational initiatives. The magazine connects with current and prospective partners, alumni, and stakeholders, fostering a vision for future transformative growth. In September we were honoured to receive the **Alumni or Community Publication of the Year for 2024 at the Educate Plus Awards** for our inaugural edition.

We also had remarkable success in the realm of construction and design. At the **Master Builders Association of NSW Newcastle Excellence in Building Awards**, three of SPCE's recent projects received top honours. These awards celebrate the incredible work done to create environments that support learning and growth across our campuses, including our Junior School at Port Stephens, Central Office, and Active Learning Centre at Waratah.

As a multi-school group, we continue to find exciting ways for students to connect and grow across campuses. This year our students have had the opportunity to be involved in our Ministry Camp, HSC Study Camp and Student Leadership Symposium along with many cross-campus subject-based intensives, workshops, sporting initiatives and debating days. These events draw from the depth of expertise that we have across our organisation and our students benefit from their knowledge and wisdom as well as building community and connections with students from across the group of schools.



# CEO Report

We also had the joy of hosting our 2nd Annual St Philip's Golf Classic in November, a day filled with camaraderie and fundraising. Thanks to our generous donors, we are moving forward with our transformative Young Parents College at Wyong, which will offer incredible support to young parents in our community.

This year is also special as we honour and bid farewell to a truly valued leader. Mrs Pam O'Dea is stepping down from her role as Principal of our Newcastle College. Every student currently in the Newcastle school and those that have graduated over the years, have benefited from Pam's passionate and dedicated leadership. We thank you, Pam, for everything you've contributed, and we wish you blessings in all that is to come.

In Matthew 7:7, Jesus tells us: **"Keep on asking, and you will receive what you ask for. Keep on seeking, and you will find. Keep on knocking, and the door will be opened to you."** This verse is a reminder to never give up. Be persistent, keep seeking the truth, and keep striving to make a difference.

Thank you all and may God's grace and peace be with each of you as we journey into the new year. I am excited and expectant for all that God has in store for us in 2025.

Blessings to you all.



**GRAEME IRWIN AM**

CEO St Philip's Christian Education Foundation

# Directors' Report

## 2024 SPCEF Objectives

### OBJECTIVES

#### SHORT TERM OBJECTIVES

***The Foundation's short-term objectives are to:***

- Maintain annual enrolment projections for each school;
- Develop effective and engaging learning experiences for all students;
- Increase achievement levels in public exams across all schools;
- Maintain strong pastoral care programs based on Christian values;
- Recruit and maintain high quality teaching staff in all schools;
- Complete major capital improvement projects annually in line with each school's master plan

#### LONG TERM OBJECTIVES

***The Foundation's long-term objectives are to:***

- Double overall enrolments by 2030;
- Position all schools within the top quartile in the region according to performance;
- Develop effective succession plans to ensure good leadership and expertise is retained;
- Complete long-term capital development programs for each school.

#### STRATEGY FOR ACHIEVING THE OBJECTIVES

***To achieve these objectives, the Foundation has adopted the following strategies:***

- Bolster early learning and prep school services as a major entry point;
- Maintain the edge with the introduction of effective educational innovation;
- Build a 'Schools of First Choice' reputation;
- Seek out and secure grants, donations and support for development goals;
- Ensure continuous improvement is achieved across all programs;
- Support and challenge staff through effective performance appraisal processes;
- Pursue strategic property acquisition and capital works programs;
- Establish new schools as demand and opportunity arises.

# Directors' Report

## PRINCIPAL ACTIVITIES

The principal activities of the Foundation during the financial year was the provision of education to school-aged and early childhood education via the administration of St Philip's Christian College (Newcastle, Port Stephens, Gosford and Cessnock K-12 schools) as well as St Philip's Christian College DLC, Young Parents College, Teaching School, Saints Academy, Gilibaa and Narnia Early Learning Centres (Newcastle, Port Stephens, Wyong, Cessnock and Gosford campuses).

## CONTRIBUTIONS ON WINDING UP

St Philip's Christian Education Foundation Limited is a company limited by guarantee. In the event of, and for the purpose of winding up of the company, the amount capable of being called up from each member while they are a member, or within one year after they cease to be a member, is \$50.

The total amount that members of the School are liable to contribute if the School is wound up is \$350 (2023: \$250).

## MEETINGS OF DIRECTORS

The number of meetings of the School's Board of Directors ('the Board') held during the year ended 31 December 2024, and the number of meetings attended by each director were:

Director	Attended	Held
Leslie Holland	7	7
Graeme Irwin	7	7
Robert Fogg	6	7
Benjamin Picton	5	7
Stephen Clarke	7	7

**Held:** represents the number of meetings held during the time the director held office.

## AUDITOR'S INDEPENDENCE DECLARATION

This report is made in accordance with a resolution of directors, pursuant to *section 298(2)(a) of the Corporations Act 2001*.

## INFORMATION ON DIRECTORS



**Stephen Clarke**

JP, MRMIA, Dip In Theology (Hons)

**Benjamin Picton**

BBus / BCom (Combined), Dip Fin M

**Leslie Holland**

Chairman  
B.Ed Dip Teach



**Graeme Irwin AM**

Executive Principal  
Dip. Teach, Dip Bus

**Robert Fogg**

BEng (Mechanical)  
MOccHS&EM  
MErgo

## COMPANY SECRETARY

**Garry Paget** held the role of secretary during the year.



# Principal Report



Theme: "Possibilities"

"With man this is impossible, but with God all things are possible." – Matthew 19:26

In 2024, our school community embraced the theme of Possibilities, inspired by the words of Jesus in Matthew 19:26. This powerful reminder called us to lift our eyes beyond limitations and step forward in faith, believing that God can do immeasurably more than we could ask or imagine.

Throughout the year, we witnessed God's faithfulness in opening doors and creating opportunities where once there were obstacles. The idea of possibility stirred hope, courage, and creativity across our school. It shaped the way we taught, led, served, and dreamed together.

One of the most exciting highlights of the year was our First in State achievement for the HSC in VET – Primary Industries. This outstanding result not only reflects the academic excellence of our students and staff but also highlights the unique opportunities our school offers in a regional context. We celebrate this historic achievement and give thanks to God for the possibilities that continue to unfold in our students' futures.

Our Spring Fair once again brought the whole community together in a joyful celebration. With outstanding attendance and community support, the Fair exceeded fundraising expectations and became a living example of what's possible when people unite with a shared purpose.

We also experienced continued growth in student enrolments, with our population nearing 1,300 by year's end. This growth speaks to the strength of our reputation and the confidence families place in our Christ-centred education and nurturing culture.

Across the school, we have seen deeper ownership and momentum in the implementation of our Powerful Learning Framework. Teachers are embedding this approach across all year levels, and its impact is evident in student engagement, critical thinking, and improved academic results. The framework is becoming more than a strategy — it is part of our culture.



Leadership culture has also continued to strengthen. Our Executive Team, middle leaders, and staff have collaborated with greater purpose and unity. This has enabled clearer decision-making, a more positive professional environment, and stronger alignment between strategic goals and day-to-day practice.

As we reflect on what God has made possible, we also acknowledge the challenges we have faced. Attracting and retaining quality Christian educators in a regional setting continues to be a key concern. Additionally, we are still navigating the complexities of working with government authorities on the progression of our SSDA. The changing landscape of school funding and financial modelling for Independent Schools in NSW and Australia adds another layer of uncertainty requiring wisdom and forward planning.

Yet in every challenge, we remain anchored in the truth that with God, all things are possible. Our perseverance is not grounded in optimism alone but in deep faith that God is with us, working through every circumstance for His purposes.

As we look to 2025, we do so with hope and expectancy. We remain committed to building a school where students are known and loved, where faith is lived out daily, and where possibilities are pursued with tenacity, vision, and prayer.

Thank you to our incredible staff, students, families, and wider community for your contribution to another landmark year. May we continue to press into the possibilities God has for us — with courage, joy, and faith.

**Mr Matt Connett**

*Principal*

Message



# 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

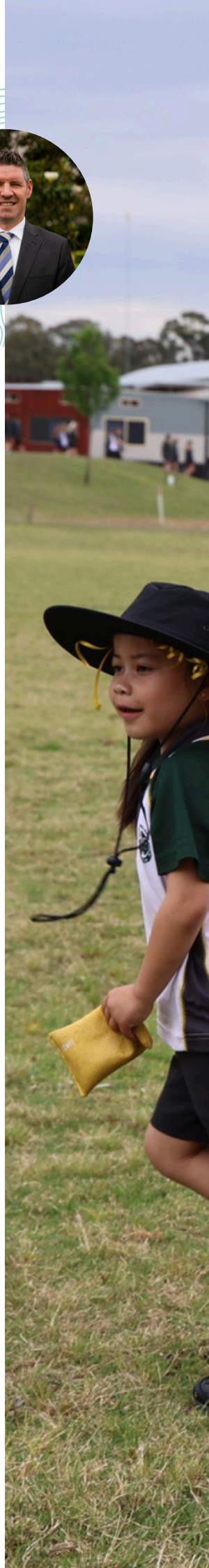


Academic achievement, individual accomplishment and the unwavering support of our parent community shaped the school year. The accumulation of worthwhile pursuits was greatly influenced by the college theme, Tenacity (Matthew 7:7). The message to persevere when challenged fostered great perspective and growth in the lives of our students.

An important milestone was the successful implementation phase of the Powerful Learning Framework. This strategic priority supported teachers to effectively integrate the concept of learning muscles (dispositions) into every lesson, providing rich teachable moments for our students. This educational approach has nurtured deeper levels of resilience, curiosity, and love for learning amongst our school community.

Learning beyond the classroom is an important component of the Junior School program. The provision of school excursions included Oakvale Farm (Kindy), Hunter Valley Wildlife Park (Year 1), Sydney Zoo (Year 2), Total Homestead (Year 3), and Treetops Adventure Park (Year 4). These experiences served an important purpose to foster real life learning, critical thinking and personal growth, while simultaneously building a deeper sense of belonging and community amongst our students.

Weekly participation in the co-curricular program served as an important feature for students. Lunch clubs comprised of global connections (missions), gardening club, music, choir, dance groups, and the drawing club. This was enhanced by the Elevate Bible study for students. Additionally, the Year 4 students enjoyed creating SPCC News using advanced digital technologies to effectively communicate term events for our students to enjoy.



NAIDOC week provided students and staff with important cultural experiences to learn and enjoy. Activities comprised of weaving, art, pendant making, storytelling and traditional games. Numerous children books written by First Nations authors were shared with students in the classroom throughout the week. The school bell incorporated the song Taba Naba which is a Torres Strait Islander song for children. These efforts were supported by the Aboriginal Education Team Lunch club which encouraged student participation in weekly cultural activities throughout the year.

The commitment by staff and parents to serve our students remained unwavering and inspiring. This fostered positive parent partnerships and deepened community bonds. This commitment was evident in the various school events such as India Week, Grandparents Day, Festival of Words, and the Junior School Disco. The Christian character of our school remains strong with our ongoing commitment to Samaritans Purse Operation Christmas Child. A tangible expression of sharing God's love to vulnerable children around the world.

While much more was experienced and achieved, we give thanks to God for His guidance and many blessings. Young hearts and minds were shaped and influenced, educationally and spiritually. This year is a testament to the strength and unity of our community, and a proclamation of the Lord's favour.

It is our prayer and commitment that we continue to grow in faith, love, and unity as we serve one another and continue to build community.

Thank you for your prayer and support.

**Mr Caleb Cooper**  
*Head of Junior School*





# Middle School Report

## 2024: A Year of Growth, Discovery and Excellence

As we reflect on 2024, the Middle School at St Philip's Christian College Cessnock is proud to celebrate a year filled with dynamic learning, personal growth, and community engagement. Our students have embraced challenges, explored new ideas, and developed both academically and personally through a diverse range of programs and opportunities. Below is a snapshot of some of the year's key achievements and events across academics, wellbeing, co-curricular life, service, and school culture.

### Academic Excellence

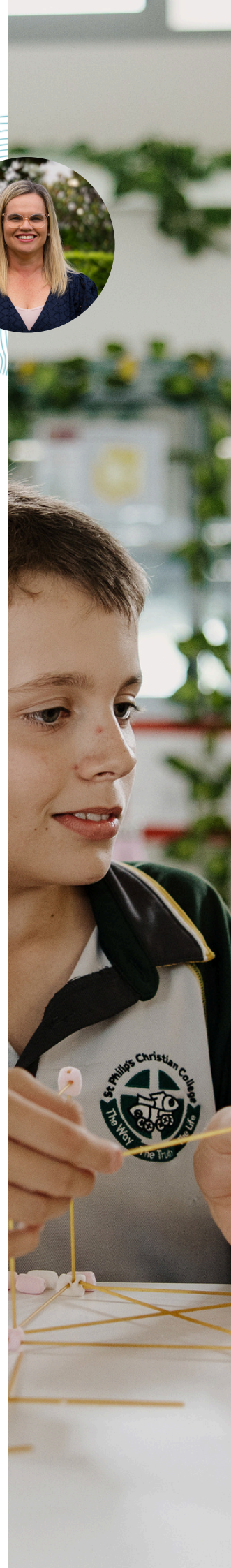
This year marked significant curricular advancement with the implementation of the new English and Mathematics syllabuses for Years 5 to 8. Our teachers engaged deeply with the content to ensure students were inspired by innovative learning experiences that enhanced literacy and numeracy outcomes.

We continued to foster academic excellence and talent through our High Potential and Gifted Education (HPGE) initiatives, with students participating in:

- Da Vinci Decathlon
- ICAS Competitions
- Maths Olympiad
- Maths Games Days

To support differentiated learning and transition, full cohort CAT-4 testing was conducted for Year 4 students transitioning into Year 5 and for Year 6 students preparing to enter Year 7 in 2025.

We also look ahead to 2026 with excitement as we begin preparations for the rollout of new syllabuses in HSIE, Science, PDHPE and Creative Arts.





Highlights from our academic enrichment initiatives included:

- “Write a Book in a Day” competition
- Middle School Festival of Words
- Asia Day cultural learning experience
- Visible Thinking strategies embedded across classes
- Continued embedding of the Powerful Learning Framework
- Student-led goal setting and conferencing, encouraging ownership and reflection
- Engaging incursions such as “The Twits” and “Romeo & Juliet”

STEM was brought to life through the Newcastle Discovery Days Program, providing hands-on experiences that inspired curiosity and innovation.

### **Student Wellbeing**

Wellbeing remains central to our mission. In 2024, our Middle School students were supported through age-appropriate and evidence-based wellbeing programs:

- Cool Kids and Seasons for Growth
- Amazing Me puberty and healthy relationships workshops for Stage 3
- Brothers of Beat – building confidence, rhythm and connection through drumming
- Real Talk – understanding how to be good digital citizens, using technology wisely, as well as a focus on healthy relationships for Stage 4
- Wellio – a fortnightly wellbeing program targeted to our Stage 4 students.
- EIPulse – a weekly program which captures insights into student wellbeing
- Ongoing student support from our Wellbeing and Chaplaincy Teams

These programs strengthened students’ emotional literacy, resilience, and social awareness in supportive and fun environments.

### **Creative Arts and Sporting Life**

The Middle School’s artistic and athletic spirit flourished this year, with a significant range of offerings provided for students:

#### **Creative Arts**

- A stunning production of “The Wizard of Oz”, showcasing the talents of students across the Middle School
- SPCC’s Got Talent – highlighting diverse gifts and musicality
- Captivate Concert Performances and Art Gallery Showcase
- Increased opportunities for Middle School musicians to perform at assemblies, developing confidence and celebrating their artistic gifts



## **Sporting Achievements**

- Participation and representation in House Carnivals for Swimming, Cross Country and Athletics
- Success across HRIS competitions in swimming, athletics, cross country, basketball, netball and tennis
- CIS and ACIS representation, including state-level achievements in Athletics and Equestrian

Our student leaders also stepped up, with House Representatives actively supporting House Captains and encouraging team spirit throughout the year.

## **Camps, Excursions and Experiences**

Learning extended far beyond the classroom in 2024. Some of the highlights included:

- Year 5:
  - Wetlands excursion
  - Bathurst and Dubbo Camp
- Year 6:
  - Canberra Civics Camp
  - Amazing Race Excursion around Newcastle
  - Pool Celebration Day
- Year 7:
  - Adventure Camp
  - King Tut Incursion
  - Rewards Day
- Year 8:
  - Water Sport Recreational Camp
  - Raging Waters Graduation Celebration Day

These opportunities allowed students to build relationships, grow in independence, and connect classroom learning with real-world experiences.



## Service and Compassion

We are committed to raising young people who lead with heart. In 2024, our students embraced opportunities to serve and show compassion:

- Spring Fair fundraiser – Year 5 raised funds for Jodie's Place, supporting women and children in crisis
- Shark Tank: Kindness Edition – promoting innovation with a heart
- Crazy for Compassion Day – providing ongoing support for our sponsor children, as well as sponsoring significant programs in the local villages of our sponsor children

## Looking Ahead

As we close the chapter on a successful 2024, we give thanks for a year of purpose-filled learning, joyful community, and growth in faith and character. We remain committed to nurturing excellence in all its forms – academic, creative, athletic, and spiritual – and look forward to 2025 with renewed vision and hope.

“For I know the plans I have for you,” declares the Lord, “plans to prosper you and not to harm you, plans to give you hope and a future.” – Jeremiah 29:11

## Mrs Rebekah Margach

*Head of Middle School*





# Senior School Report



With the resignation of Mr Brendon Guest, Head of Senior School 2017 – 2023, St Philip's Christian College Cessnock saw a changing of their leadership in Senior School. Mr Andrew Roxby was appointed as the new Head of Senior School and Mrs Katherine Moore was appointed as the new Assistant Head of Senior School. We also were fortunate that we were able to appoint Mrs Linda Lombardo to the role of Senior School Administrator on a full-time basis. Mrs Lombardo is an excellent administrator and goes above and beyond for the students, staff and families as she provides an excellent connection point for the Senior School.

In line with College Core Values and College Mission Statement, the Senior School leadership team embarked on their first year of growing further into the culture and expectations of what it means to be a graduate of St Philip's Christian College Cessnock. From academic research and personal experiences, the new Senior School Leadership launched the Senior School Mentality – a state of purpose that students were to strive for, and a foundational notion from which staff could call students to a higher account for.

The Senior School Mentality was three pronged and compliments the College Core Values. The Senior School Mentality inspires students to be:

- Responsible and Accountable Learners
- Aspirational in their Academic Pathway
- Positive Contributors to the Community

Assemblies, year meetings, classroom conversations and individual student management utilised these themes to help guide students into their God given talents and grow into their best versions of self.

Academically we continued to grow as a College where learning is prioritised and recognised. Our HSC Results continued a positive trajectory, with our highest recording of Band 5 results (31% of entries). We also had over 70% of students entries attain a Band 4 or higher, and our Dux of 2024 attained an ATAR of 92.1.



Further information and detailed analysis of our HSC results may be obtained via the attached document to this report.

We had a significant growth in student retention in Stage 6, with our highest number of students beginning Year 11 (89 students began, 79 students completed Year 11). Some of this can be contributed to the continued success of the College Stage 6 SmartTrack Program, where students engage in an alternate pathway that combines eligibility for the HSC with industry based learning subjects and work placements. The positive retention into Stage 6 can also be contributed to the growing academic rigour that our College has shifted towards in the past 5 years. We had a capacity cohort in Year 10 with 114 students, and Year 9 fluctuated between the 102 – 104 mark throughout the year.

In Senior School, we continued to have great success with Sub-School specific events that increase student belonging and allows students to socio-emotionally connect with others. Some specific highlights include:

a) To **build House Culture**, 2024 saw a shift in the method in which we organise Pastoral Care Classes. Rather than using Core Classes (Stage 5) and socio-emotional connections (Stage 6) to form PC classes, the decision was made to organise PC Classes for all of Senior School via House Group. This meant that there were 4 PC groups in each year group, and allowed our Stage 6 SmartTrack students to further integrate with their peers rather than being their own PC group. This decision was proved to be a popular addition to our Sub School Culture with a range of opportunities opening up for our Year Leaders to create and drive belonging and House culture.

b) **Senior School Music Challenge** where we came together and performed 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.





c) 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 Year 10 Year Leader, that was able to draw on community businesses and raise money for Dolly's Dream.

d) Our College Prefect team led in 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.

e) 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.

f) Our annual **Jodie's Place Fundraiser** that supports victims of domestic violence in our local region was again a successful community awareness raising event. The coordinator of this Facility, Paula Mudd, is always grateful for our donations of gifts for families and monies raised (\$1300 in 2024 – used by Jodie's Place to pay for a range of up-keeping bills).

g) The **Lismore Service Trip** was another highlight for students. Led by our College Chaplain, this service trip continues to support the victims and community impacted by the Lismore Floods. This on-going arrangement with Lismore Community Services has enabled a strong partnership of service focus for our students.

h) The Inaugural **Senior School Cultural Trip** to Vietnam in April was a well attended and strongly valued opportunity by students and families alike. Led by Mr David Cole, this cultural immersion trip saw students tour a range of key cultural destinations in Vietnam. 4 Staff and 28 students were away in the Term 1 Holidays and in Week 1 of Term 2, with the Overseas Service Tour looking to be a bi-annual event for the Senior School.

i) The **Year 12 Celebration Week** is the highlight for our graduating class. Held in the last week of Term 3, our students enjoy a range of themed dress-up days, play staff vs students activities, an evening games night in the Activate Centre, connection with Junior School lunch club groups, put on a breakfast with staff, and culminate in their final day assembly and clap out. The Final Day assembly is mixed with frivolity and sentimental memories, before a lunch in the Senior School Building with the distribution of the Year 12 Yearbook.



J) Our **Year 12 Graduation and Formal** was held after their final HSC Exams in November. The Graduation saw us officially farewell our Graduates in the Activate Centre with the awarding of over 60 academic, cultural, sporting and pastoral awards. This event is heavily attended by the families and the Year 12 Formal later that evening at Moravia Park was also an excellent event.

Our student leadership program in Senior School continues to draw a range of students looking to step-up and serve our community. All positions of responsibility were that well applied for, that we unfortunately had to tell students that they were unsuccessful. From Year 9 and 10 SRC (Student Representative Council), to College Prefects and College Captains, we had significant interest which highlights our students desire to make a positive contribution to our College community. Our College Captains were outstanding in all of their duties assigned. They were ever-present at each and every community event we put on, and were exemplary role models for their peers. Each College Prefect (21 in total) had a designated Portfolio in which they took empowerment to lead our College community – ranging from Wellbeing to Sport to House Captains to Cultural Events.

Finally, the staff of Senior School continued to build into a terrific range of staff expertise. Lead by the Year Leaders.

our Pastoral Care Teams continued to display the heart of Jesus through their daily interactions and encouragement of students. The Senior School Staff helped 2024 to be an extremely rewarding year of self-growth for our students as they continued to forge themselves into young adults with a Senior School Mentality.

**Mr Andrew Roxby**  
*Head of Senior School*



## Characteristics of Student Body

The information can be found on the My School website:

<https://www.myschool.edu.au/school/43793>



# Theme 2

## Outcomes and Results

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# Senior Secondary Outcomes



The 2024 HSC results for St Philip's Christian College Cessnock reflect a year of determined effort, strong teaching, and student perseverance. Among the graduating cohort, students achieved across the full spectrum of Bands, with over 45% of all results falling into the top two Bands (Band 5 or 6), and standout achievements in both academic and VET courses.

We celebrate our **first ever "First in Course" achievement**, awarded to a student in **VET Primary Industries**, a tremendous milestone that highlights the quality of our vocational education and the dedication of both staff and students.

Students also achieved Band 6 results in English Standard, Industrial Technology, Business Studies and CAFS, with 81% of courses represented by at least one student in the top two Bands. This reflects both the depth of our academic offering and the capability of our students to perform at a high level when supported by expert teaching and consistent learning strategies.

Importantly, the school's internal assessment practices were generally well aligned with HSC performance, indicating sound judgement in assessment standards. This is a key indicator of strong academic integrity and preparation throughout the senior years. Subjects such as English Standard, PDHPE, and Mathematics Advanced demonstrated this alignment particularly well.

Areas for continued focus include supporting students in subjects where performance bands clustered lower, particularly in some small-cohort or more academically demanding subjects. We remain committed to continuous improvement, including refining our assessment practices, providing academic mentoring, and promoting data-informed teaching.

The achievements of the 2024 HSC cohort are a credit to the students' hard work, the dedication of our staff, and the supportive learning environment fostered across the College. We are proud of each student's effort and celebrate what is possible when Christ is placed at the centre of our learning.

## Subject Highlights:

- VET Primary Industries: 40% of students achieved the highest band possible (Band 4), including a state-first placement. Students significantly outperformed the state mean.
- English Standard: 9% of students achieved Band 6, above the state average, with a strong overall performance distribution and good alignment between school-based assessments and HSC exams.



- Industrial Technology: Strong performance with 17% of students in Band 6, showing students are achieving at the top end of the scale.
- CAFS and Business Studies: Each saw 10% of students attain Band 6s, and over 40% in Bands 5–6.

**Overall Band Distribution:**

- 45% of all grades awarded were Band 5 or Band 6 (or equivalent in Extension and VET courses), demonstrating significant strength.
- 81% of courses offered saw students achieve Bands 5 or 6.
- Only 12% of results fell into the lowest performance bands (Band 1 or 2), often in small-cohort subjects or those with state-wide high standard deviations.

**Strategic Considerations:**

- Continued investment in data-informed teaching and assessment alignment is essential.
- Small-cohort subjects may benefit from collaborative marking and moderation with other campuses or external partners.

**Vocational Education and Training & HSC Qualifications 2024**

Percentage of year 12 students undertaking VET courses: 72%

Percentage of Year 12 students attaining a VET qualification: 53%

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.

# 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
	2024	5	0.00	16.51	100.00	83.49
Ancient History	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
	2024	5	0.00	15.43	100.00	84.57
Automotive Exam (Mechanical Tech)	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
	2024	NA	NA	NA	NA	NA
Biology	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
	2024	19	31.58	11.75	68.43	88.24
Business Services Exam	2024	1	0.00	8.13	100.00	91.87

	Year	Total Students in Course	School % Band 1-2	Bands 1-2 State Comparison %	School % Band 3-6	Bands 3-6 State Comparison %
Business Studies	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
	2023	14	0.00	11.79	99.98	88.21
	2024	12	16.67	12.77	83.33	87.23
Chemistry	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
	2024	6	33.33	12.75	66.67	87.26
CAFS	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
	2024	18	0.00	7.27	100.00	92.72
Construction Exam	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
	2024	1	0.00	2.94	100.00	97.06
Dance	2021	1	0.00	1.88	100.00	98.12
	2022	2	0	0.36	100.00	99.64

	Year	Total Students in Course	School % Band 1-2	Bands 1-2 State Comparison %	School % Band 3-6	Bands 3-6 State Comparison %
	2023 & 2024	N/A	N/A	N/A	N/A	N/A
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
	2024	2	0.00	4.07	100.00	95.93
Drama	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
	2024	N/A	N/A	N/A	N/A	N/A
Economics	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				
	2024	1	0.00	7.62	100.00	92.37
Electrotechn ology Exam	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
	2024	N/A	N/A	N/A	N/A	N/A
Engineering Studies	2020	4	0.00	8.34	100.00	91.66
	2021	5	0.00	16.45	100.00	83.55



	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	0.00	35.71	100.00	64.29
	2023	3	0.00	9.56	99.99	90.44
	2024	N/A	N/A	N/A	N/A	N/A
English (Advanced)	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
	2024	34	0.00	0.50	99.99	99.50
English (Standard)	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
	2024	9	33.33	7.60	66.66	92.40
English Studies Exam	2022	13	30.77	33.00	69.23	67.00
	2023	N/A	N/A	N/A	N/A	N/A
	2024	1	0.00	53.86	100.00	46.15
English Ext 1	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 & 2024	N/A	N/A	N/A	N/A	N/A
English Ext 2	2023 & 2024	N/A	N/A	N/A	N/A	N/A
Entertainment Industry	2020	1	0.00	3.23	100.00	96.77
	2023 & 2024	N/A	N/A	N/A	N/A	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	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
	2024	5	0.00	11.87	100.00	88.12
French Beginners	2023 & 2024	N/A	N/A	N/A	N/A	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
	2024	1	0.00	8.62	100.00	91.38
Hospitality (Kitchen Operations) Exam	2023 & 2024	N/A	N/A	N/A	N/A	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
	2024	5	20.00	4.35	80.00	95.65
Industrial Technology	2023	6	0.00	14.19	99.98	85.82
	2024	N/A	N/A	N/A	N/A	N/A
Information Process & Technology (IPT)	2023 & 2024	N/A	N/A	N/A	N/A	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	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 & 2024	N/A	N/A	N/A	N/A	N/A
Investigating Science	2020	6	0.00	16.07	100.00	83.93
	2023 & 2024	N/A	N/A	N/A	N/A	N/A
Japanese Beginners	2020	1	100.00	19.69	0.00	80.31
	2021, 2022, 2023, 2024	N/A				
Legal Studies	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
	2024	15	0.00	10.50	100.00	89.51
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 & 2024	N/A	N/A	N/A	N/A	N/A
Mathematics (Standard 2)	2020	28	25.00	24.45	75.00	75.55
	2021	31	29.03	21.36	70.97	78.64

	Year	Total Students in Course	School % Band 1-2	Bands 1-2 State Comparison %	School % Band 3-6	Bands 3-6 State Comparison %
	2022	29	13.79	18.20	86.21	81.80
	2023	40	7.50	17.69	92.50	82.32
	2024	28	21.43	16.80	78.57	83.20
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
	2024	8	0.00	5.25	100.00	94.75
Mathematics Ext 1	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 & 2024	N/A	N/A	N/A	N/A	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 & 2024	N/A	N/A	N/A	N/A	N/A
Modern History	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
	2024	5	0.00	9.46	100.00	90.53

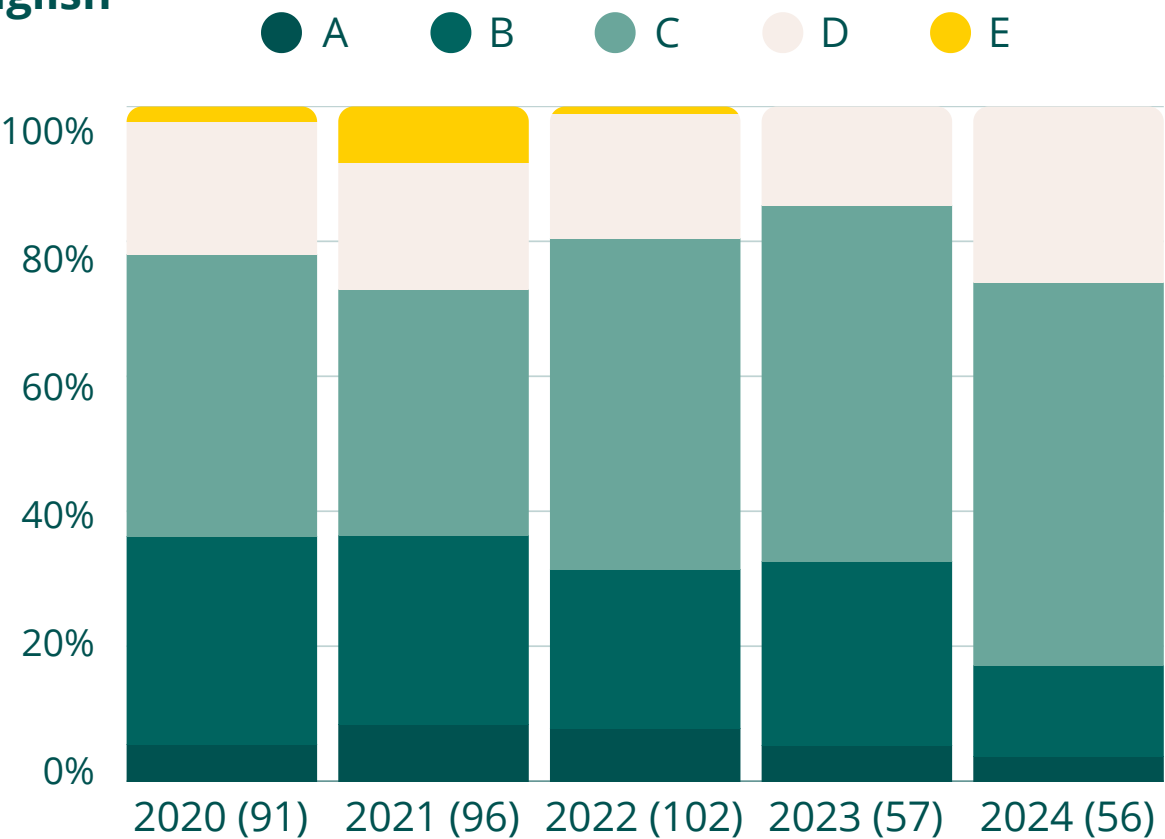


	Year	Total Students in Course	School % Band 1-2	Bands 1-2 State Comparison %	School % Band 3-6	Bands 3-6 State Comparison %
Music 1	2020	2	0.00	1.78	100.00	98.22
	2021	2	0.00	1.70	100.00	98.30
	2022	2	0.00	1.95	100.00	98.05
	2023	3	0.00	2.03	99.99	97.96
	2024	N/A	N/A	N/A	N/A	N/A
PDHPE	2020	18	16.67	14.40	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
	2024	12	0.00	8.91	100.00	91.10
Physics	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
	2024	6	16.67	13.86	83.33	86.13
Primary Industries Exam	2023	6	0.00	3.21	99.99	96.79
	2024	2	0.00	3.06	100.00	96.93
Society and Culture	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				
	2024	8	0.00	5.06	100.00	94.94

	Year	Total Students in Course	School % Band 1-2	Bands 1-2 State Comparison %	School % Band 3-6	Bands 3-6 State Comparison %
Software Design and Development	2022	2	50.00	13.12	50.00	86.88
	2023 & 2024	N/A	N/A	N/A	N/A	N/A
Studies of Religion 1	2023 & 2024	N/A				
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 & 2024	N/A				
Tourism, Travel and Events Exam	2020	5	0.00	0.62	100.00	99.38
	2021	4	0.00	5.22	100.00	94.78
	2023 & 2024	N/A	N/A	N/A	N/A	N/A
Visual Arts	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
	2024	8	0.00	0.59	100.00	99.41

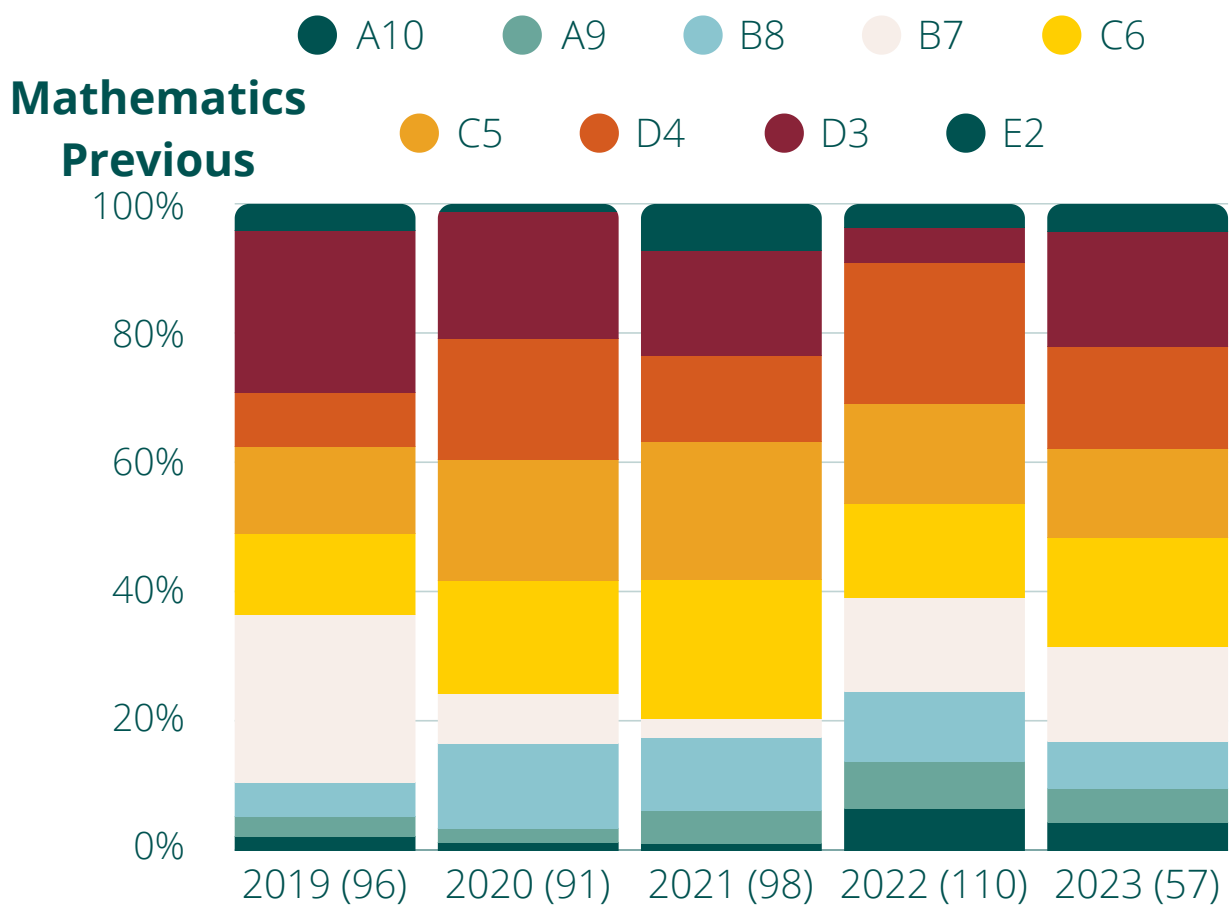
# Grade History

English



Data Sets	A	B	C	D	E
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	0.00
2024	3.60	13.51	56.75	26.12	

# Grade History



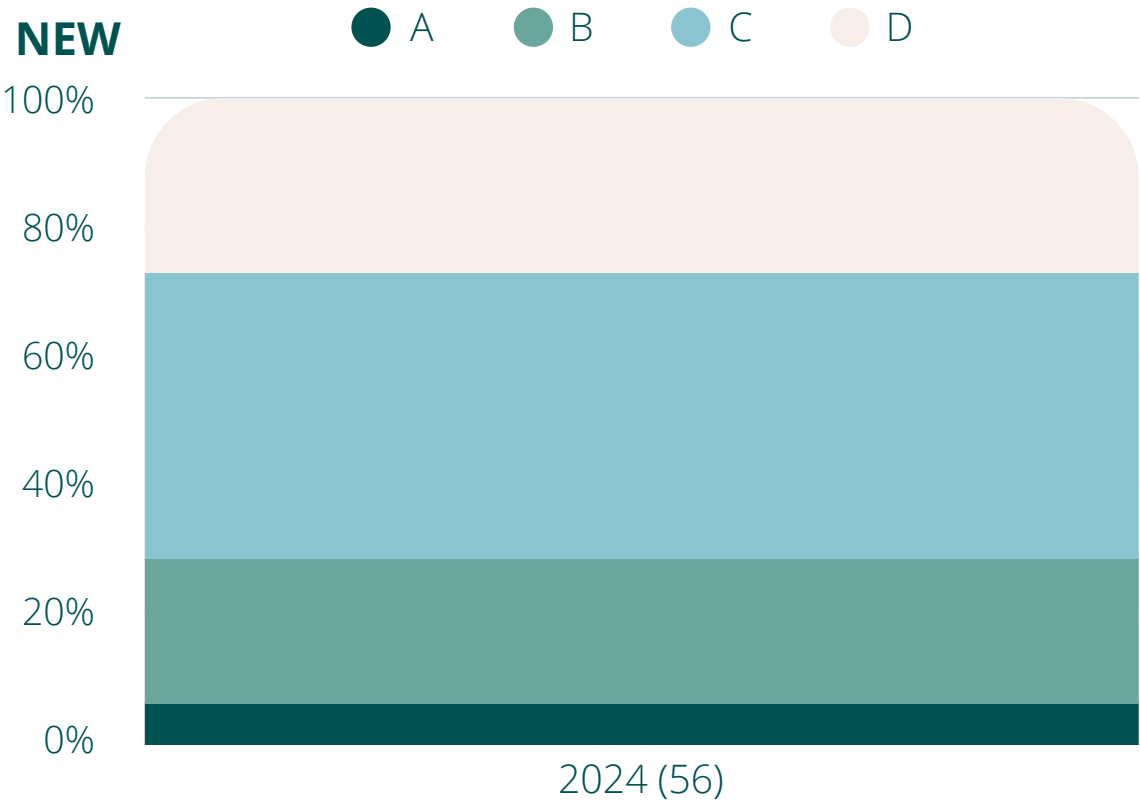
Data Sets	A10	A9	B8	B7	C6	C5	D4	D3	E2
2020	1.09	2.19	13.18	7.69	17.58	18.68	18.68	19.78	1.09
2021	1.02	5.1	11.22	3.06	21.42	21.42	13.26	16.32	7.14
2022	6.36	7.27	10.90	14.54	14.54	15.45	21.81	5.45	3.63
2023	4.21	5.26	7.36	14.73	16.84	13.68	15.78	17.89	4.21



# Grade History

## Mathematics

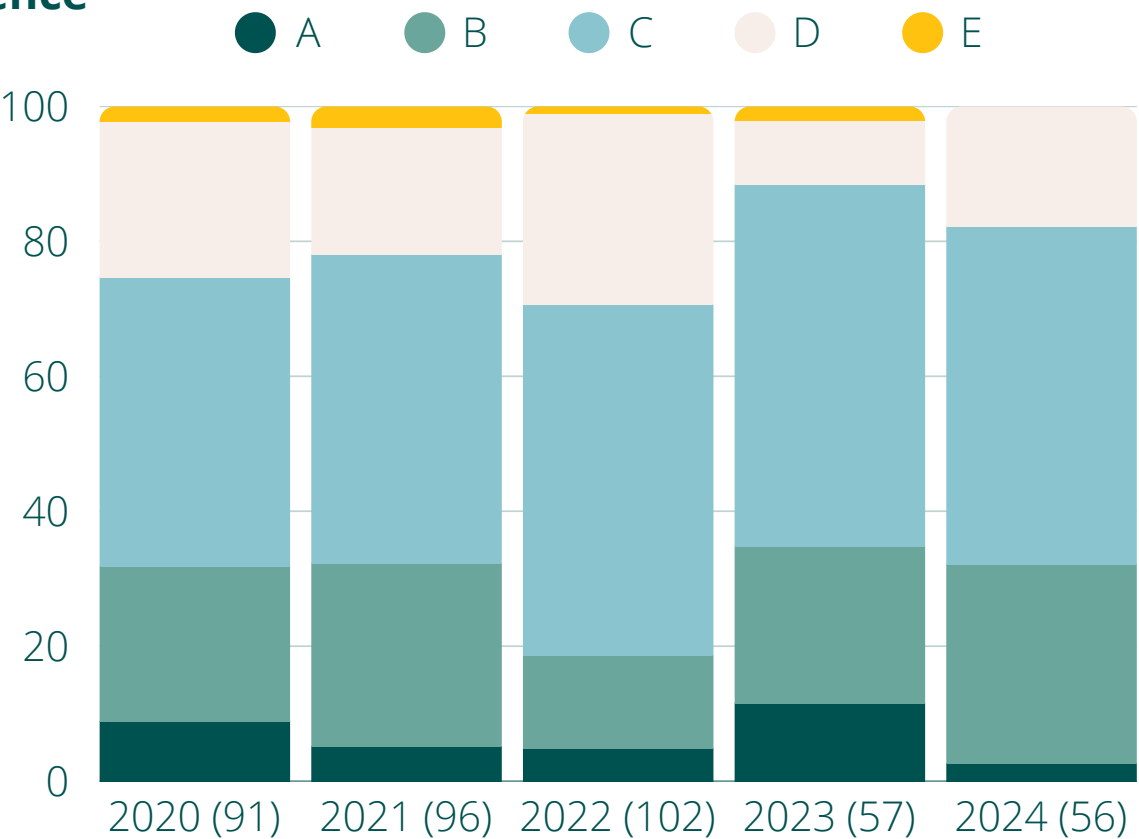
NEW



Data Sets	A	B	C	D	E	N
2024	6.3	22.52	44.14	27.02		

# Grade History

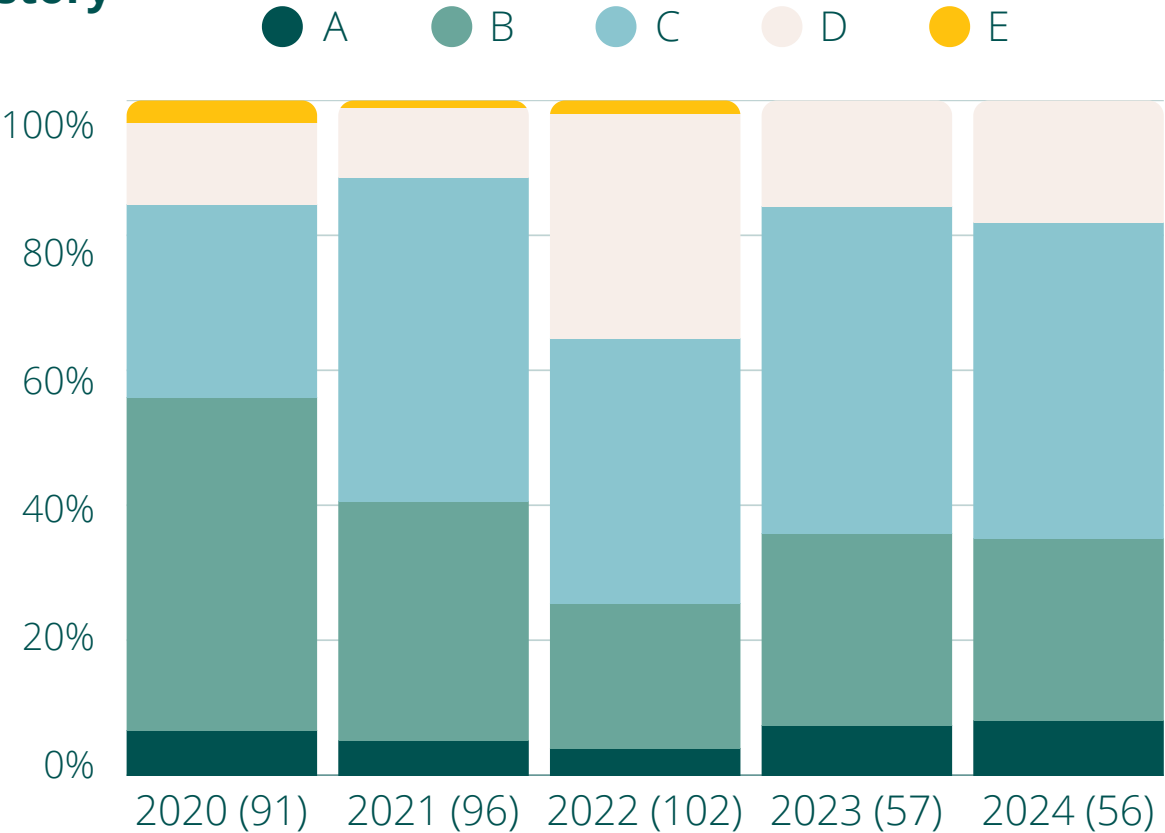
## Science



Data Sets	A	B	C	D	E
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
2024	2.67	29.46	50.00	17.85	0

# Grade History

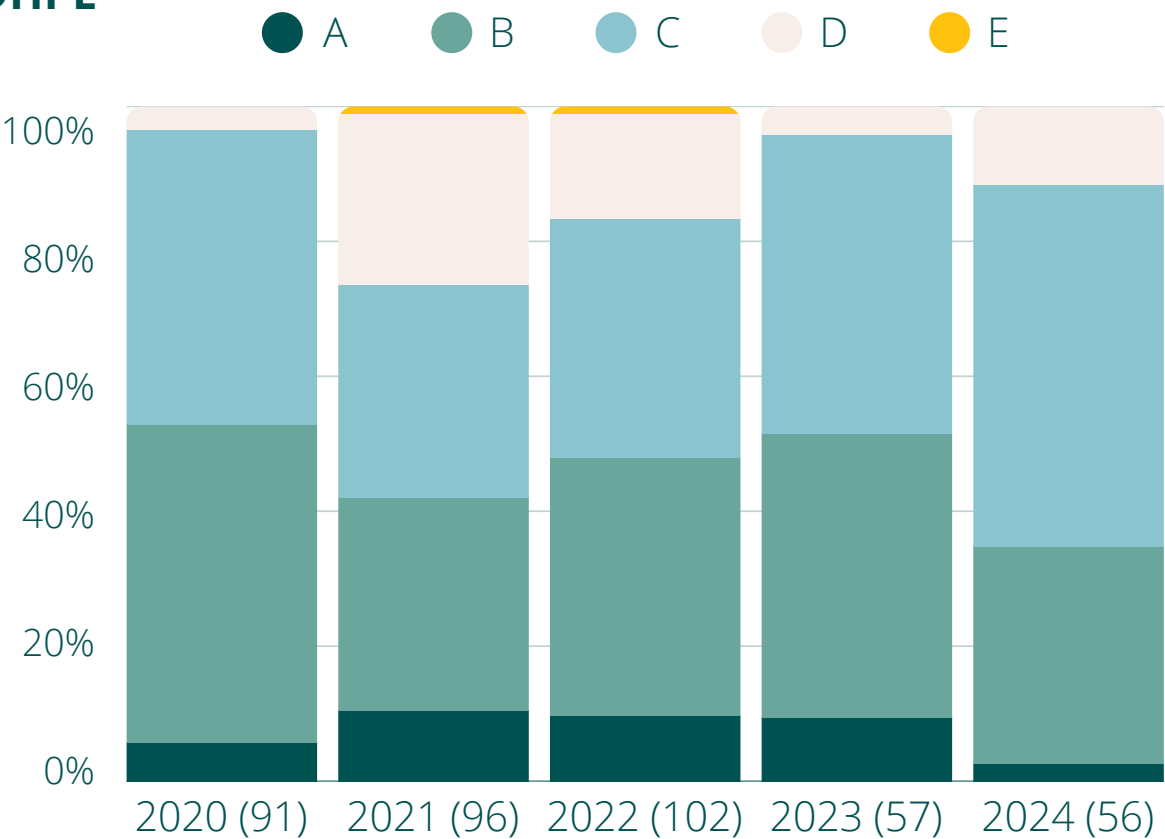
## History



Data Sets	A	B	C	D	E
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	0.00
2024	8.10	27.02	46.84	18.01	0.00

# Grade History

PDHPE



Data Sets	A	B	C	D	E
2020	5.74	47.12	43.67	3.44	0.00
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	0.00
2024	2.67	32.14	53.57	11.60	0.00



# Retention of Year 10 to Year 12

The retention rate of students who completed Year 10 in 2022 (107 students) and continued in the College to complete Year 12 in 2024 (56 students) was 47.6%.

# Post-School Destinations

Post-School Destinations	
University	23
Workforce or Seeking Employment	4
TAFE	4
Other	25

# NAPLAN Results

The information can be found on the My School website:

<https://www.myschool.edu.au/school/43793>



# Theme 3

## Staffing



# Workforce Composition

Teaching Staff	116
Fulltime Equivalent Teaching Staff	104.5
Non-Teaching Staff	70
Fulltime Equivalent Non-Teaching Staff	51.15
Percentage of staff in 2023 that are Aboriginal and Torres Strait Islander peoples	1.07%

# Accreditation

Level of Accreditation	Number of Teachers
Conditional	5
Provisional	3
Proficient Teacher	108
Highly Accomplished	19
Lead Teacher (Voluntary accreditation)	0

# Theme 4

## Attendance

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# Student Attendance

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.

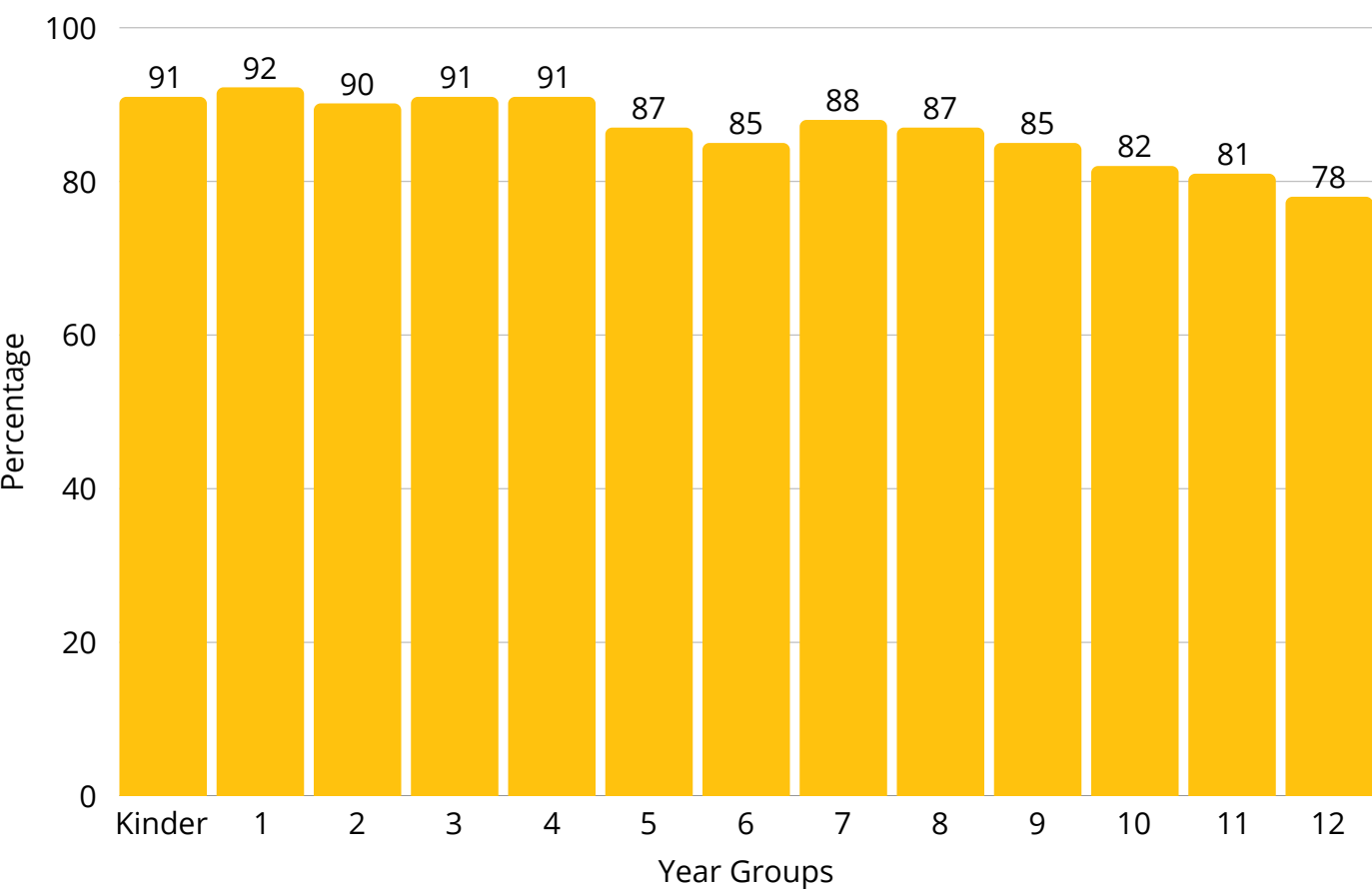
High rates of student absenteeism are believed to affect regular attendance as well because teachers must accommodate non-attendees in the same class. It has been suggested that chronic absenteeism is not only a cause of academic failure and departure from formal education, but rather one of many symptoms 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 2024 — Cessnock Campus



In 2024, an average of 86.7 per cent of students attended school each school day out of a possible 184 school days. This is a percentage decrease of 3.9% from 2023 attendance rates.

# Theme 5

## School Policies

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# Policies

The following school policies are publicly available on the [school website](#):

- [Annual Reports](#)
- [Attendance Policy Guideline and Procedures](#)
- [Child Protection Policy](#)
- [Child Protection Reportable Allegations against Employees](#)
- [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](#)
- [Privacy 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](#)



# Theme 6

## Stakeholder Satisfaction

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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
- Student Reward Functions
- Student Group Meetings with the Principal
- Camping Programs
- Wellbeing Meetings
- Thrive Lessons
- 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:

- Positive staff involvement in Employee Appreciation Awards
- AIS Your School in Focus Perspectives Survey
- Gallup Q12 Survey
- Staff social events
- Positive discussions during staff meetings
- Positive discussions during Professional Growth Meetings
- Positive email communication and feedback from staff



## Parent Satisfaction

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

- Parent Surveys
- Teacher/Parent Interviews
- 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

- *The school is fantastic! The facilities are amazing, staff are super supportive, and the diversity is awesome. Plus, the academic program is really good too. Great place for kids to learn and thrive!*
- *Amazing School. Love how they support my child.*
- *We have had a very positive experience with the school. My child enjoys attending school and has great communication with his teachers. Thank you.*
- *Every interaction we have had with the staff has gone above and beyond our expectations and is worlds apart from where our daughter has come from. The change to our daughter in such a short time frame from not being able to get her out of the car at drop off to running into school has filled us with confidence that is where she is meant to be. Thank you.*
- *St Philip's Cessnock has always exceeded my expectations. It is by far the leading school to choose in the Hunter Valley and I will continue to tell family and friends of this.*
- *Grandparents' Day: It was a wonderful morning, thank you!*
- *Thank you for a terrific Grandparent's day & Festival of Words*



## Student Feedback Extracts

- *I thoroughly enjoy being a part of this school and its community. I feel like I belong. Thanks again for being a great school.*
- *I love being at this school very much and the teachers are so kind and caring.*
- *I deeply enjoy this school in all its aspects of learning, sporting, and other categories.*
- *This school provides a really supportive and engaging learning environment. The teachers are dedicated and clearly passionate about helping students succeed. There is a strong sense of community here, and the opportunities offered, both inside and outside the classroom, are fantastic. Overall, it's a really positive place to learn and grow.*

## Staff Feedback Extracts

- *It is a joy to work here. The College values align closely with my own values and I appreciate that the values at the College aren't just meaningless, empty words but are truly lived out by the staff, from the executive leaders right down throughout the organisation. Putting Christ first truly makes all the difference.*
- *I'm grateful for the opportunity to work at this fantastic school. I'm made to feel valued and part of a team.*
- *Working at St Philip's has been an incredible experience that has profoundly enriched my personal and professional life. I am so grateful for the opportunities I have had to grow as educator, collaborate with inspiring colleagues, and contribute to the development of our wonderful students.*
- *My time at St Philip's Cessnock has been the highlight of my teaching career.*



# Theme 7

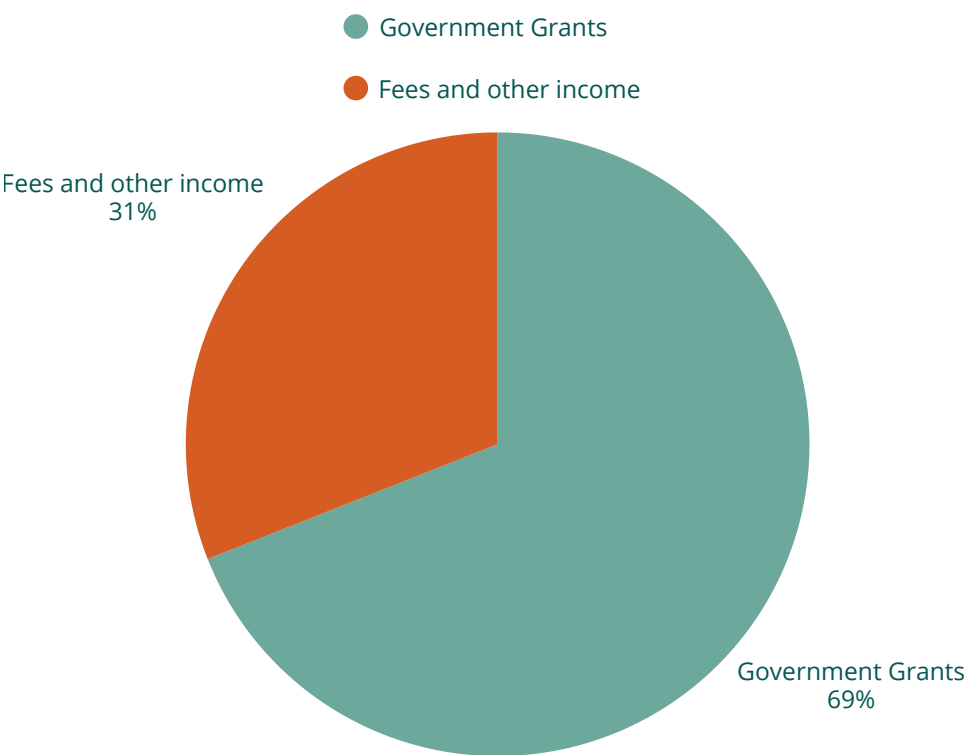
## Financial Information



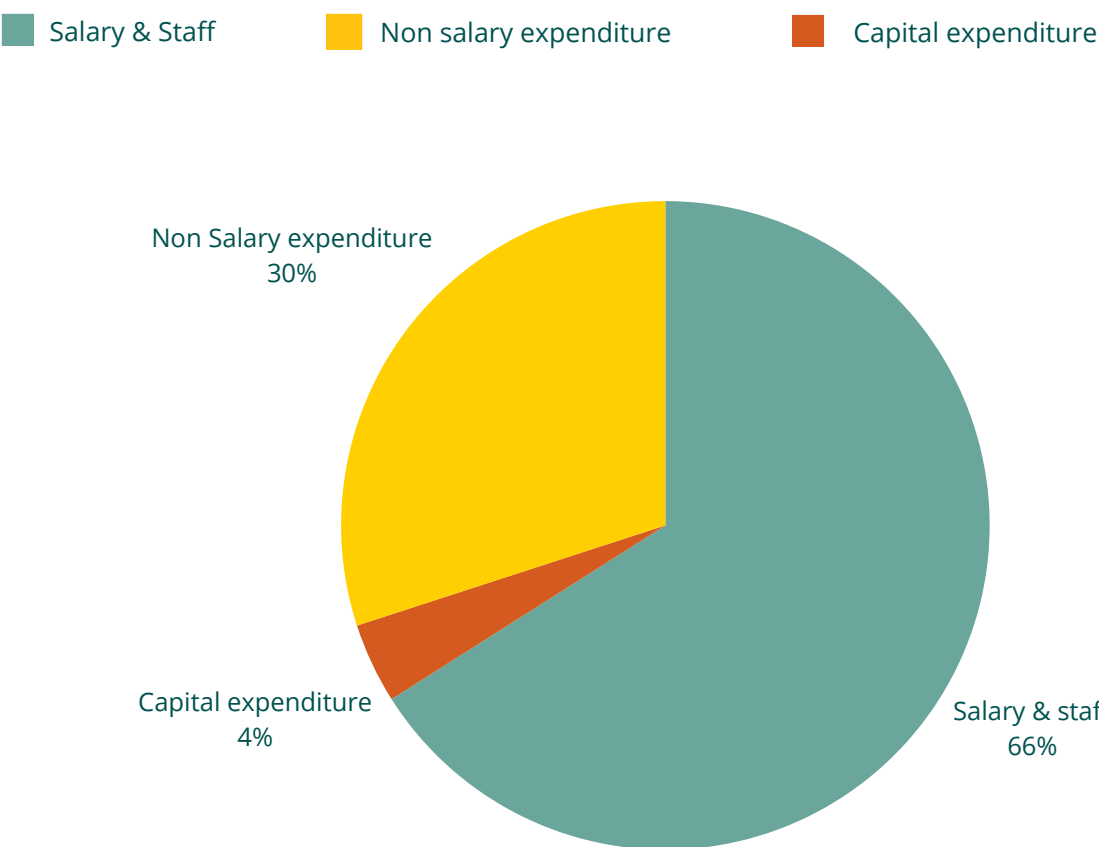


# FINANCIAL INFORMATION

## INCOME SOURCES 2024



## EXPENDITURE SUMMARY 2024







## 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

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