



For the Whole of Their Life



**St Philip's Christian College Newcastle
Annual Report 2022**



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Principal's Report

PAM O'DEA

This year, after two years of interruption and disruption, we were so pleased to be able to open our doors once again to our community, especially as 2022 marks the 40th anniversary of St Philip's Christian College Waratah. It is only fitting that our theme for this year has been 'Thankfulness'.

We commenced the year with the unveiling of a 40-year timeline in Founder's Way, highlighting key events in the history of the College. Then on 4th February, we held a Celebration Service to mark 40 years to the day since the College began. It is significant that on this celebratory day, we officially 'turned the soil' for construction of the ALC to begin. A competition resulted in our resident crane being named "Harriet can Carry-it".

Throughout this year, we have enjoyed many 40th Anniversary celebration events including Homecoming Week, featuring a 40th Anniversary Art Gallery and Open Day. Homecoming week culminated in a 40th Anniversary Dinner on the Friday evening, with hundreds of alumni, staff, College community members and business partners celebrating the success of the past 40 years and sharing in the future vision of the College.

I honour all our staff for their faithful and diligent service, and in particular, honour the service of Mr Graeme Dunn, who has served the College for 35 years, as an outstanding and inspiring physics teacher, Assistant Head of Senior School and most recently as Director of Educational Management.

2022 has seen the introduction of several exciting initiatives, including:

SmartTrack Academy, an innovative, learning program in Years 7 & 8, which encourages students to identify and lean into their emerging passions and interest areas, using integrated learning projects in an interdisciplinary style of learning. The goal of SmartTrack: (Students Maximising Agency, Resilience and Thinking), is to equip students with a growth mindset, so that they become lifelong learners, who think critically and creatively.

Also, for the first time this year, we introduced Year 7 addVANTAGE Electives providing Year 7 students the opportunity to select 2 future-focused electives, which explore personal interests.

In July, this year, we held our first-ever Year 12 cross-campus study camp, providing individual study, and study skills sessions, stress management seminars, and HSC examination simulations in preparation for their final examinations in Semester 2. The Inspire Night, an evening

with 17 alumni students speaking on a range of future pathways, was rated as one of the most helpful aspects of the study camp.

In the Subs in Schools National competition, this year, Team Sonar were declared National Champions. The team is to be congratulated for their outstanding success. Also, students of the incoming team, Team Atlas, won the NSW state competition, last week, and will progress to the nationals in March, next year.

Term 2 commenced with our annual K-12 ANZAC Day Service, featuring an address by Flight Lieutenant Paul Robson, a College alumnus and 2008 School Captain. At the service, we were again honoured with the presence of College parents who are defence force personnel. A special feature was the Catafalque party, comprised of defence force cadets who are students of the College.

Having submitted our Reconciliation Action Plan before the end of Term 2, we were overjoyed when the approval came through. I am looking forward to our whole College community working together to achieve the goals set out in the Reconciliation Action Plan.

While there have been many sporting highlights this year, 3 stand-outs include our Years 2 – 6 students who represented the College to become HRIS Primary School Swimming Champions, our College Volleyball teams who won 3 out of the 4 competition divisions in HRIS Volleyball, and the first-ever Twilight Athletics Carnivals for Years 7 – 12 was held.

2022 has provided a performing arts smorgasbord with the staging of 4 musical productions.

High School Musical 2 Jnr, performed by students from High Street Productions, delighted audiences across several weeks. Then at the end of Term 2, the Middle School students brought Frozen Jnr to the stage with so many "WOW" moments, that words fail to fully capture the wonder of these performances.

In Term 3, Disney's "The Little Mermaid" – our first ever Cross-Campus musical was performed at the Civic Theatre, an absolutely spectacular show thrilling audiences totalling over 7,000.

Having enjoyed these quality productions many times, I am not surprised that we have been nominated for 18 CONDAS this year; including 6 for 'Frozen Jr' and 12 for 'The Little Mermaid'!

Finally in Term 4, Hope in a Boat, the Junior School musical



for 2022, was produced as a musical film, in which every JS student was featured on the 'big screen' at the Event Cinemas Kotara. What a thrilling experience for cast and audience members alike!

During this term, due to our progressive and creative approach to learning, St Philip's Christian College Newcastle, was named as one of the 50 Most Innovative Schools in Australia for the second time.

Also, this term, we held our first-ever SPCC "Colour Fun Run" to raise funds for education in Malawi. With an audacious goal of every student raising \$25, so that together we could raise \$30,000, I am delighted to announce that our final major event for 2022 has reflected the heart of this amazing school and due to the generosity of our staff, students, SPCC families and friends, we have raised \$70,284. I especially want to thank the generous business sponsors who have partnered with us to cover all event costs.

In conclusion, I thank God for His blessing of provision and protection over the College throughout 2022, and thank each of you for your contribution in making this year, a year to be remembered; a year of celebration and thankfulness.

Chairman's Report

LES HOLLAND

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

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

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

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

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

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

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

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

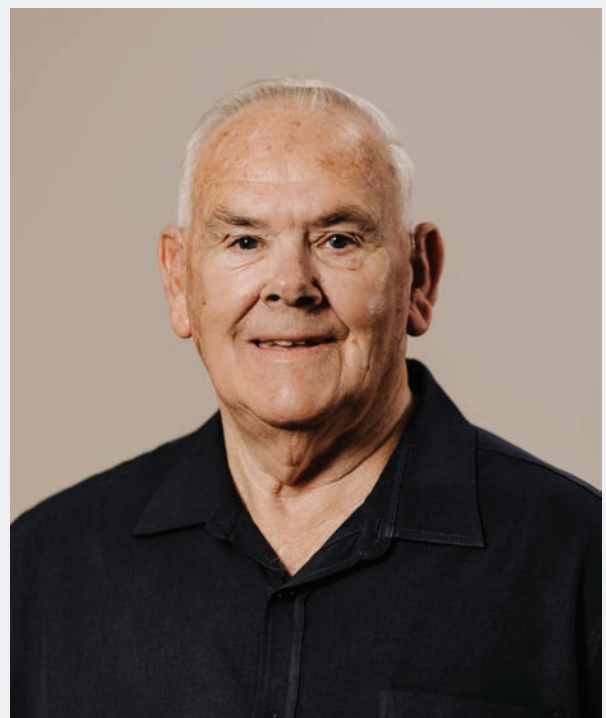
The building program is moving along nicely, with the Foundation Central office in Bridge Street and the ALC at Newcastle school to be completed and occupied during 2023. The new Junior School building at Port Stephens is also underway as are many important smaller projects around the organisation. We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

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

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

Grace and Peace,

Leslie J Holland
Chairman, Board of Directors, SPCEF Ltd
AGM 25th May 2023





Years Celebrating 40 Years Celebrating 40 Years



CEO's Report

GRAEME IRWIN

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

school projects including Charmhaven and Maitland.

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

Grace and peace to all,
Graeme Irwin
CEO
June 2023



SPCC Waratah

St Philip's Christian College, Waratah, a co-educational K-12 independent school, established in 1982 with 25 students, currently has a student population of 1,390. The College is ideally located in the heart of Newcastle and in close proximity to Newcastle University. The mission of the College is to continue to provide quality education in a caring, secure and challenging learning environment based on Christian beliefs, values and practice. The five cultural distinctives of the College; Believing in God, Connecting to Others, Thinking for Life, Creating for Good and Taking Responsibility are an outworking of the Core Values of the College: Christ First, Serve One Another, Strive for Excellence, Do What is Right and Build Community.

The College seeks to acknowledge the potential and uniqueness of each student and aims to provide opportunities for intellectual, social, cultural, moral, spiritual and physical development which will stand our students in good stead for the whole of their life. At SPCC, we are intent on encouraging our students to seek and to question, so that their Christian faith becomes real and personal.

Our school provides an environment where respect and excellence are encouraged, along with a desire to see students enjoying the learning process and school life. The College is passionate about the pursuit of excellence in all areas, particularly academic achievement, performing arts, sport and Christian lifestyle.

To facilitate this, the College is divided into 3 sub-schools; Junior School, which supports children in their foundation years of schooling by providing a creative and nurturing environment, Middle School, which focuses on meeting the needs of emerging adolescents by developing confident and resilient young people who enjoy life's journey and achieve their unique God-given potential in all areas, and Senior School, which assists students in finishing strong, and stepping into the future with the passion, motivation and the ability to make a difference in the world.

Curriculum strengths include high academic standards in all KLAS, an effective learning support program, dynamic gifted and talented programs, a world class STEM program, a broad scope of vocational education opportunities, including HSC SmartTrack, an alternative learning pathway for Stage 6 students, innovation in ICT, and information skills.

We aim to develop a culture of thinking, which means that thinking is valued, visible, promoted and experienced by all people in our learning community. A wide and varied

range of extra-curricular activities are offered including sporting opportunities, musicals, dance eisteddfods, choral groups, vocal ensembles and choirs, concert and stage bands, private music instruction, drama performances, academic competitions, inter-school debating, camps and mission trips. "High Street Productions" is an after-school Performing Arts program providing tuition in drama, dance and musical theatre. The Centre for Innovation and Learning, which has a K-6 Hub and a 7-12 Hub accommodates a range of services including Library Services, iSupport Services, dynamic and innovative teaching and learning experiences and Media and Marketing Services.

Adjacent to the College is our Narnia Christian Preschool and Early Childhood Centre (0-5 years), which provides a dynamic and creative environment, and offers a transition program to Kindergarten at SPCC Waratah.

Throughout the College we have created flexible learning spaces, which facilitate effective team teaching, and increase student engagement and enthusiasm for learning. To strengthen our culture of learning, 'The SPCC Whole of Life Framework', empowers students to become independent, motivated, confident and resilient learners.

We have continued to strengthen student-centred learning throughout the College, which engages students in the learning process through discovery, curiosity, creativity and self-motivation, while taking responsibility for their own learning. New initiatives in Stage 4, Year 7 SmartTrack Academy and 7 addVANTAGE (an elective program), have taken this to a new level, by using self-determined learning as the foundation for developing autonomy, capacity and capability through engagement. This is also reflected in the PBL pedagogy, which empowers students to see the relevance of their learning in real life situations, while increasing their communication, collaboration and critical thinking skills.

The College theme for 2022, is "THANKFULNESS", as we celebrate 40 years of delivering Christian education in this region, and beyond.

NAPLAN

	2017	2018	2019	2020	2021	2022
Year 3	476	459	446	470	426	
Year 5	531	510	520	521	512	
Year 7	565	551	568	554	578	
Year 9	607	595	609	606	611	

Interpreting the table

Selected school's average when compared to students with a similar background

- Well above
- Above
- Close to
- Below
- Well below
- No comparison available

<https://www.myschool.edu.au/school/43931/naplan/results>



Senior Secondary

Years 11 and 12 have traditionally followed an academic curriculum over two years, to qualify for the HSC and then go on to study at a University or College. This is no longer the case.

Currently in NSW only 81% of senior students follow an academic program of study with the aim of entering University. Of this 81%, approximately 71% meet the needs of University entrance through the ATAR. At St Philip's Christian College, approximately 65% meet the requirements for University entrance.

It follows from this that the academic pattern of study will not suit all students. We advise that students select a course, which best fits their individual needs, abilities and aspirations.

Consider the following OPTIONS to obtaining an HSC:

Option A: Academic ATAR Pathway. You select a pattern of study which is academic and which is designed to lead you to further studies at University. All courses are Category A and contribute to the calculation of your ATAR.

Option B: Academic & Vocational ATAR Pathway. You select an ATAR pattern of study which is academic and can lead you to further studies at University. You include a VET (Vocational Education and Training) course in your pattern of study, which will provide you with a national recognised vocational qualification. In most cases, the VET course will contribute to your ATAR calculations, and it also provides opportunities for further study at TAFE or another training provider.

Option C: HSC SmartTrack Pathway. This is a non-ATAR HSC pathway that is designed to prepare students for life after school. Students do not need to do any examinations to achieve their HSC. This option equips students with multiple VET qualifications, and an extensive resume of industry experience. It also provides opportunities for students to undertake school-based apprenticeships or traineeships (SBATs).

ENGLISH

Advanced English
Standard English
English Extension I & II
English Studies (Non ATAR)

MATHEMATICS

Mathematics
Standard Mathematics
Mathematics Extension I
Mathematics Extension II

SCIENCE

Biology
Chemistry
Physics

HSIE

Ancient History
Business Studies
Society & Culture
Legal Studies
Modern History
Studies of Religion I
Studies of Religion II

TAS

Design & Tech
Engineering S
Software, Des
Development

Record of Achievement

The NSW Record of School Achievement is a record of achievement for students who leave school prior to receiving their HSC. It reports results of moderated, school-based assessment, not external examinations. The Record of School Achievement will be available when a student leaves school any time after they complete Year 10 and will be cumulative, recognising a student's achievements until the point they leave school. The Record of School Achievement will also offer students the ability to record their extra-curricular achievements.

The school had 3 students that required the award of a Record of Achievement.

In 2022, 94 students sat for the NSW Higher School Certificate in 34 courses. In total, 100% of candidates across all courses achieved marks of 50 or more (Band 2 or higher) with 56% of these placed in Bands 5 and 6 (80-100 marks). Of the 45 candidates who sat for a one unit extension course 100% achieved 25 marks or more out of 50 with 78% of these achieving in the highest bands with 40 marks or more. In general, student's achievement was at or above state level. This has been a consistent trend over the past five years.

In 2022, *94* students sat for the *HSC*

CREATIVE ARTS

Drama
Music I
Visual Arts

PDHPE

Community and Family Studies
Personal Development, Health and Physical Education

LANGUAGES OTHER THAN ENGLISH

French Beginners
French Continuers

VOCATIONAL EDUCATION & TRAINING

Hospitality
Entertainment
Construction
Screen & Media (Non-ATAR)
Business Services
Visual Arts

VET in 2022

2022 courses offered on site:

- Hospitality
- Entertainment
- Construction
- Screen and Media (Non-ATAR)
- VET Visual Art (non-ATAR)
- Business Services
- Allied Health (external RTO delivered onsite)
- Design Fundamentals (external RTO delivered onsite)



VET in 2022

Course	No. of Yr 11 Students	No. of Yr 12 Students	Total Stage 6 Students
Construction	13	8	21
Entertainment	6	6	12
Hospitality	18	14	32
Screen and Media	11	6	17
VET Visual Art	14	10	24
Business Services	12	13	25
Allied Health (external RTO)	13	10	23
Education Support (external RTO)	0	1	1
TAFE	11	12	23
Other External Providers	7	8	15
TOTALS	68 students*		

*19 Yr 12 students did two or more VET subjects

Percentage of Year 12 students undertaking VET/TVET Courses

59%

Percentage of Year 12 subjects that are VET/TVET Courses

17% of 35 subjects (excluding Allied Health) offered at school were VET
42% of all subjects (including 15 EVET subjects) studied by Year 12s were VET subjects

Percentage of Year 12 students undertaking a VET course who attained their full qualification

93% (63 out of 68 students)

There were **68** students enrolled in a VET Course in **2022**



THEME 4 - Senior Secondary Outcomes (Student Achievement)

HSC Results 2018 - 2022

		Total Students In Course	School % Band 3-6	State Comparison % Band 3-6	School % Band 1-2	State Comparison % Band 1-2
Ancient History	2022	6	100	82.15	0	17.81
	2021	8	100	77.74	0	22.24
	2020	10	100	83.59	0	16.39
	2019	4	100	68.46	0	6.79
	2018	7	100	84.04	0	15.93
Biology	2022	38	94.72	79.2	5.26	20.76
	2021	39	100	90.61	0	9.36
	2020	48	95.82	86.41	4.16	13.56
	2019	30	93.32	84.07	6.66	15.89
	2018	24	100	89.4	0	10.55
Business Studies	2022	11	100	89.38	0	10.6
	2021	22	95.44	85.97	4.54	14
	2020	26	96.13	82.04	3.84	17.92
	2019	17	99.99	82.89	0	17.08
	2018	26	100	86.6	0	13.62
Chemistry	2022	15	84.6	84.19	15.38	15.77
	2021	11	10	88.31	0	11.66
	2020	12	100	90.06	0	9.99
	2019	10	100	87.62	0	12.34
	2018	10	100	88.58	0	11.38
Community & Family Studies	2022	12	100	93.11	0	6.84
	2021	14	100	91.6	0	8.37
	2020	8	100	89.9	0	10.07
	2019	9	100	87.84	0	12.11
	2018	19	94.72	85.15	5.26	14.82
Dance	2020	5	100	98.45	0	1.51
Design & Technology	2022	9	100	96.19	0	3.76
	2021	14	100	96.72	0	3.24
	2020	22	100	97.71	0	2.26
	2019	6	100	95.04	0	4.91
	2018	5	100	96.4	0	3.58
Standard English	2022	39	97.42	87.52	2.56	12.44
	2021	43	100	90	0	9.95
	2020	40	100	88.69	0	11.28
	2019	33	100	87.22	0	12.75
	2018	45	100	84.41	0	15.55
Advanced English	2022	53	100	99.01	0	0.94
	2021	50	100	99.11	0	0.84
	2020	64	100	99.26	0	0.71
	2019	38	100	98.83	0	1.14

THEME 4 - Senior Secondary Outcomes (Student Achievement)

HSC Results 2018 - 2022

English as a Second Language	2018	50	100	98.41	0	1.54
	2022	1	100	72.78	0	27.19
	2020	0	0	0	0	0
	2019	0	0	0	0	0
	2018	2	100	84.13	0	15.84
English Extension I	2022	14	100	99.52	0	0.46
	2021	7	100	99.28	0	0.69
	2020	11	100	97.17	0	0.81
	2019	10	100	99.5	0	0.48
	2018	13	100	99.55	0	0.43
English Extension II	2022	7	100	98.78	0	1.2
	2021	1	100	99.19	0	0.79
	2020	1	100	99.19	0	0.79
	2019	5	100	99.15	0	0.82
	2018	2	100	98.55	0	1.43
Engineering Studies	2022	10	100	85.52	0	14.44
	2021	14	100	91.92	0	8.05
	2020	12	100	91.05	0	8.92
	2019	7	100	91.57	0	8.39
	2018	13	100	90.22	0	9.76
Drama	2022	12	100	98.31	0	1.65
	2021	10	100	98.33	0	1.64
	2020	0	0	0	0	0
	2019	9	100	98.12	0	1.85
	2018	4	75	97.47	25	2.5
Legal Studies	2022	9	100	83.96	0	15.99
	2021	12	100	85.48	0	14.5
	2020	12	100	88.1	0	11.86
	2019	14	100	83.18	0	16.77
	2018	12	100	74.76	0	15.21
Mathematics Standard 2	2022	52	98.06	81.12	1.92	18.85
	2021	40	90	10	7.4	22.06
	2020	54	92.57	74.9	7.4	25.06
	2019	39	100	82.84	0	17.11
	General Mathematics 2 (Change of Name)	2018	48	91.65	79.12	8.33
Mathematics Advanced (Change of Name)	2022	36	100	94.24	0	5.72
Mathematics	2021	35	91.42	93.64	8.57	6.32
	2020	40	97.5	95.55	2.5	4.41
	2019	26	96.14	92.17	3.84	7.79
	2018	41	90.23	92.36	9.74	7.6
Maths Extension I	2022	21	100	93.77	0	6.2

THEME 4 - Senior Secondary Outcomes (Student Achievement)

HSC Results 2018 - 2022

Maths Extension II	2021	12	100	94.05	0	5.92
	2020	14	100	94.18	0	5.79
	2019	10	90	95.45	10	4.54
	2018	18	94.44	96.05	5.55	3.92
	2022	3	100	95.96	0	4.02
	2021	4	100	98.55	0	1.43
	2020	2	100	97	0	2.98
	2019	2	50	96.92	50	3.05
	2018	4	100	97.77	0	2.2
Geography	2021	0	0	0	0	0
	2020	0	0	0	0	0
	2019	0	0	0	0	0
Modern History	2018	8	100	87.24	0	12.73
	2022	7	85.71	88.13	14.28	11.84
	2021	12	100	83.4	0	16.56
	2020	11	100	83.77	0	16.2
	2019	11	100	85.66	0	14.31
Music I	2018	5	100	84.41	0	15.56
	2022	9	100	97.26	0	2.71
PD/H/PE	2021	11	100	98.13	0	1.83
	2020	4	100	97.62	0	2.35
	2019	12	100	97.82	0	2.13
	2018	10	100	97.89	0	2.08
	2022	27	100	78.93	0	21.03
	2021	29	96.53	85.73	3.44	14.24
	2020	46	100	84.91	0	15.05
Physics	2019	30	100	87.77	0	12.2
	2018	30	96.65	85.49	3.33	14.48
	2022	18	94.42	86.44	5.55	13.52
	2021	11	100	90.4	0	9.57
	2020	17	100	85.47	0	14.49
	2019	8	100	85.41	0	14.55
Society & Culture	2018	24	79.15	86.74	20.83	13.21
	2022	15	100	92.93	0	7.04
	2021	5	100	93.71	0	6.26
	2020	11	100	93.85	0	6.12
Software Design & Development	2019	8	100	93.57	0	6.39
	2022	7	85.69	86	14.28	13.97
	2021	0	0	0	0	0
	2020	6	100	87.39	0	12.58
	2019	3	100	86.48	0	13.48
	2018	8	100	88.43	0	11.53

THEME 4 - Senior Secondary Outcomes (Student Achievement)

HSC Results 2018 - 2022

Studies of Religion I	2022	13	100	95.56	0	4.41
	2021	10	100	91.49	0	8.45
	2020	19	100	93.8	0	6.17
	2019	14	100	95.62	0	4.35
	2018	19	100	93.26	0	6.71
Studies of Religion II	2022	10	90	92.81	10	7.17
	2021	21	95.22	90.46	4.76	9.51
	2020	11	100	91.74	0	8.23
	2019	15	100	93.16	0	6.81
	2018	19	100	90.22	0	9.76
Visual Arts	2022	19	100	98.26	0	1.71
	2021	8	100	98.24	0	1.72
	2020	15	100	97.76	0	2.2
	2019	8	100	97.64	0	2.33
	2018	13	100	99.14	0	0.82
Construction	2022	5	100	71.74	0	28.21
	2021	6	100	66.12	0	33.85
	2020	8	100	52.94	0	32.62
	2019	6	100	67.36	0	32.59
	2018	6	100	66.45	0	33.52
Hospitality Operations	2022	7	100	84.73	0	15.24
	2021	9	100	77.3	0	22.66
	2020	7	100	82.37	0	17.58
	2019	10	100	78.8	0	21.16
	2018	12	83.33	76.32	16.66	23.64
Entertainment Industry	2022	5	100	85.52	0	14.45
	2021	7	100	84.77	0	15.19
	2020	4	100	83.12	0	16.85
	2019	7	100	82.34	0	17.62
	2018	5	100	76.93	0	23.04
Business Services	2022	1	100	77.49	0	22.47
Human Services	2022	7	100	92.1	0	7.86
French Beginners	2022	8	100	89.46	0	10.51

NOTABLE ACHIEVEMENTS



- SPCC ranked **64th** in the State
- 72 students received early offers to University through the Schools Recommendation Scheme
- 3rd ranked school in the Hunter Region
- 2 students receiving All Rounder recognition on the merit list
- 2 Top Achievers
- 108 Distinguished Achievers

PRACTICAL & PERFORMANCE NOMINATIONS

Art Express - Visual Arts

Isabella Donn - Successfully selected (on display at the Art Gallery of NSW in 2023)

Regan Garrett - Successfully selected (on display at the Armory, Sydney Olympic Park in 2023)

Encore - Music

Samuel Brien

SHAPE - Design and Technology

Grace Freeman

On Stage - Drama

Hannah Roberts

Callback - Dance

Larissa Procter (triple nomination)

DUX

OF THE COLLEGE



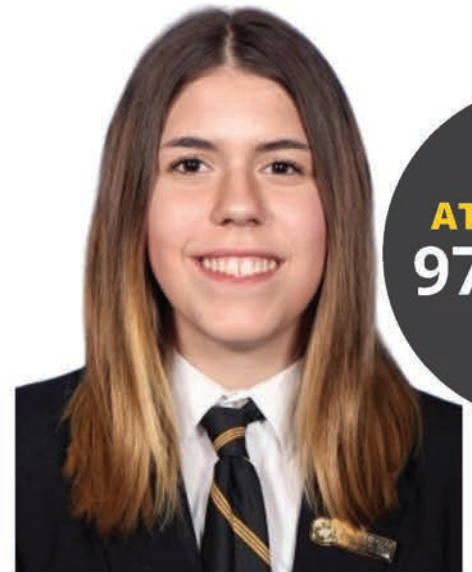
Leonor Rodrigues

The College Dux for 2022 is awarded to Leonor Rodrigues who demonstrated exceptional achievement across all her HSC subjects including first place in school-based assessments for the following courses:

- Mathematics Ext 1
- Mathematics Ext 2
- Chemistry

Self-motivated and articulate, Leonor has achieved excellence in all areas of her studies throughout her time at the College. Leonor was an accelerated student who moved from Year 8 to Year 10 in 2020. Leonor has represented the College in numerous national academic competitions. She also undertook a school-based traineeship in the Science Faculty in 2021. In Year 11, Leonor was selected to be part of the National Youth Science Forum. She is now working in the program as a staff member, mentoring young people interested in pursuing a career in the STEM field.

Leonor is the recipient of the University of Newcastle Medal and a St Philip's Christian College Gold Medallion for Academic Excellence. Leonor has accepted an early offer into a double degree program at the Australian National University in Canberra, studying a Bachelor of Actuarial Studies and Applied Science.



ATAR:
97.9

ATAR HIGHLIGHTS

**REGAN
GARRETT**

97.5



**JESSICA
BOWLZER**

97.3



**HANNAH
SMITH**

96.95



**CARISSA
HERD**

96.5



**DAMON
HERINGTON**

96.2



**CLAIRE
CARTER**

95.9



**OLIVIA
NILSSON**

95.8



**ELKE
TEMELKOSVKI**

95.8



ALL ROUNDERS



Jessica Bowlbeer

Jessica received Band 6 in English Extension 2, Legal Studies, Society and Culture, Studies of Religion II, Business Services Examination



**97.3
ATAR**

Olivia Nilsson

Olivia received Band 6 in Biology, English Advanced, Mathematics Standard 2, Society and Culture, 2021 Swedish Continuers Course, placing 2nd in NSW



**95.8
ATAR**

TOP ACHIEVERS

Anika Morrison



**PLACED
4th in
NSW
SWEDISH
CONTINUERS**

Jessica Bowlbeer



**PLACED
4th in
NSW
STUDIES OF
RELIGION 2**

DISTINGUISHED

A C H I E V E R S



Matthew Attia - Physics
Elissa Baker - Mathematics Standard 2
Elissa Baker - Music 1
Grace Baker - Mathematics Standard 2
Grace Baker - Visual Arts
Eleanor Barnett - Personal Development, Health and Physical Education
Maya Barr - Mathematics Standard 2
Daniel Bell - Engineering Studies
Daniel Bell - Physics
Daniel Bell - Software Design and Development
Luke Boaden - Mathematics Advanced
Chelsea Boudan - Design and Technology
Rachel Bowen - Design and Technology
Jessica Bowlzer - English Advanced
Jessica Bowlzer - English Extension 2
Jessica Bowlzer - Legal Studies
Jessica Bowlzer - Society and Culture
Jessica Bowlzer - Studies of Religion II
Jessica Bowlzer - Business Services Examination
Riley Brent - Mathematics Standard 2
Samuel Brien - Music 1
Lilli Brown - Drama
Lilli Brown - Entertainment Industry Examination
Claire Carter - English Advanced
Claire Carter - English Extension 1
Claire Carter - English Extension 2
Claire Carter - Legal Studies
Claire Carter - Society and Culture
Bia Casiglieri-Little - Design and Technology
Zara Clark - Personal Development, Health and Physical Education
Benjamin Dare - Drama
Benjamin Dare - English Advanced
Benjamin Dare - English Extension 1
Benjamin Dare - Mathematics Standard 2
Timothy Davies - Entertainment Industry Examination
Aiden De Juliis - Construction Examination
Leonor Rodrigues - English Advanced
Leonor Rodrigues - Mathematics Extension 1
Leonor Rodrigues - Mathematics Extension 2
Sofie DeAngelis - Personal Development, Health and Physical Education
Isabella Donn - Mathematics Advanced
Isabella Donn - Studies of Religion I
Isabella Donn - Visual Arts
Imogen Dunn - Ancient History
Imogen Dunn - Biology
Imogen Dunn - English Advanced
Eliza Durie - Drama
Grace Freeman - Design and Technology
Eli Garmeister - Drama
Eli Garmeister - Entertainment Industry Examination
Regan Garrett - Biology
Regan Garrett - Mathematics Extension 1
Regan Garrett - Mathematics Advanced
Regan Garrett - Visual Arts

DISTINGUISHED

A C H I E V E R S



Hana Ginters - Hospitality Examination (Kitchen Operations and Cookery)
Sachin Hall - Music 1
Meagan Harder - Entertainment Industry Examination
Amy Harrower - Visual Arts
Elizabeth Henry - English Advanced
Carissa Herd - Drama
Carissa Herd - Legal Studies
Carissa Herd - Mathematics Standard 2
Carissa Herd - Personal Development, Health and Physical Education
Damon Herington - Biology
Damon Herington - Mathematics Advanced
Damon Herington - Physics
Ruby Jewell - Mathematics Standard 2
Ruby Jewell - Personal Development, Health and Physical Education
Lexi Moore - Drama
Anika Morrison - Swedish Continuers
Scarlett Murrell - Mathematics Standard 2
Scarlett Murrell - Visual Arts
Stella-Rose Nelmes - English Advanced
Olivia Nilsson - Biology
Olivia Nilsson - English Advanced
Olivia Nilsson - Mathematics Standard 2
Olivia Nilsson - Society and Culture
Thomas O'Connor - Music 1
Larissa Procter - Dance
Georgia Quinn - Visual Arts
Hannah Roberts - Biology
Hannah Roberts - Drama
Hannah Roberts - English Advanced
Hannah Roberts - Visual Arts
Hannah Smith - Ancient History
Hannah Smith - Biology
Hannah Smith - English Advanced
Hannah Smith - English Extension 1
Jackson Steele - Mathematics Standard 2
Jackson Steele - Studies of Religion I
Elke Temelkovski - English Advanced
Elke Temelkovski - English Extension 1
Elke Temelkovski - English Extension 2
Elke Temelkovski - Mathematics Standard 2
Elke Temelkovski - Personal Development, Health and Physical Education
James Watts - Biology
James Watts - English Advanced
James Watts - English Extension 1
James Watts - Studies of Religion I
James Watts - Visual Arts
Ella Wherrett - English Advanced
Ella Wherrett - English Extension 1
Ella Wherrett - English Extension 2
Jeremiah Young - Drama
Jeremiah Young - English Extension 1
Jeremiah Young - Mathematics Advanced
Jeremiah Young - Music 1
Jeremiah Young - Studies of Religion I

Teacher Professional Learning, Accreditation and Qualifications

Staff were involved in professional development within the College in the following areas:

- New Staff Induction Series
- PBL Training
- Data analysis RAP
- Code of Conduct Refresher
- Child Protection Refresher
- Staff Conference

Several staff continued to work on or complete further studies, as follows:

Name	Qualification
Rebecca Garred	Master of Education (Leadership & Wellbeing)
Belle Holliday-Williams	Masters of Teaching (Secondary Education)
Paul Wellham	Master of Education (Leading Education)
Peter Rose	Bachelor of Education (Primary)
Claire Kolasinski	Diploma of Business Administration
Bethan Knaus	Bachelor of Education (Primary)
Megan Smith	Graduate Certificate in Project and Problem-Based Learning
Dannielle Litchfield	Graduate Certificate in Project and Problem Based Learning
Scott Logan	Cert IV in Training and Assessment
Emily Williamson	Cert IV in Training and Assessment
Alex Woodbine	Cert III in Business
Tijl van Bijsterveldt	Cert IV in Christian Missions
Claira Pittman	Bachelor of Social Work with honours
Julie Crumpton	Accreditation

Celebrations for World Teachers' Day included the award of the Teachers' Teacher awards to three members of staff. These members of staff were nominated by their peers for their outstanding support of their peers and excellence in the core values as they relate to learning and teaching. In 2022, award recipients were: Darlene Eriean, Jess Mackie and Aran Tidey.

As part of World Teachers' Day, each year the Teachers' Guild of New South Wales asks schools to honour outstanding staff members who have made an exceptional contribution to their school in advancing the education profession beyond their own classrooms. In 2022, we congratulated Michael Cooper, Graeme Dunn and David Bonzo.

The Professional Development Budget was utilised for the growth of staff in the following areas. Each activity was attended by between one person and all teaching staff members. This represents a significant investment by the school, and the online procedures that were refined in 2022 continued to be utilised to ensure that PD was targeted toward the College Strategic Plan, appropriate for the attendee and clearly contributed to school improvement.

- First Aid Training
- Connecting Learners With God's Big Story
- AIS Pathways and Partnerships Forum
- Promoting and Protecting Student Wellbeing and Mental Health
- White card and Cert I Training
- Certificate II Training
- Brad Scanlon - student-centred learning
- Effective PBL and English
- Meeting of the Minds for English
- EduTECH Conference
- Aboriginal and Torres Strait Islander Perspectives and Creative Arts K-6 - Blended Learning Experience

- Managing Your Lab in 2022 - for Lab Technicians
- VET Entertainment and Screen and Media Network Day
- Adolescent Success Conference and School Visit to Kings Christian College
- Growing Stronger Together
- VET Hospitality and Kitchen Operations Network Day
- Explicit Instruction Demonstration Day
- Learning Environments Australasia
- Augmented reality in the Classroom
- STEM Conference
- IPSHA NSW Gifted & Talented Meeting
- Writing in Modern History Webinar
- AIS Research Conference 2022
- The Cultural Mosaic - Celebrating Diversity in the Society and Culture Classroom
- Leading the Implementation of the New Mathematics K-2 Syllabus
- Hunter Defence Conference
- Mini COGE Courses
- AIS Curriculum Conference
- Teaching Students with Autism
- Analysis to Action in the HSC
- Mini COGE Courses
- VET Construction upgrade
- Authentic Student Leadership Development Process webinar
- PDA and Autism webinar
- Autism in School webinar
- Interdisciplinary Planning Day
- AISNSW Science Conference 2022 - Science Heads of Department Day
- Child Protection Investigator Training Course
- EI Open Day
- AIS Wellbeing meets PDHPE Curriculum
- LawSense Managing Student Disability – Adjustments, Behaviour & Discipline
- Autistic girls and women
- Risk Assessment and Management in Schools: Child Protection and Mental Health
- Mantle Library Conference - Rising from the ashes
- Dwell in Possibility: English Extension 1 and 2 Symposium
- Case management practice in schools - Navigating the Complexity
- Emotion management for Autistic Children and Adolescents
- VET upgrade
- Instructional Coaching Masterclass
- Gallup Global Strengths Coach (Virtual)
- Cool kids Anxiety Program
- "That'll Teach 'Em" - Behaviour Management
- Understanding Autism Spectrum Disorder: Knowledge to Improve Student Learning, Participation and Outcomes
- TTA Studying Mathematics

This list of professional development activities attended shows that teaching and support staff attended courses in the areas of curriculum, leadership, well-being, gifted education, learning support, VET, IT and support services.

The budget is controlled through a rigorous application process which ensures that professional learning is directly related to need and the current school improvement emphasis of the College.

Teacher Accreditation

Level of Accreditation

Conditional	6
Provisional	7
Proficient Teacher	139
Highly accomplished Teacher (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0

Number of Teachers

Teacher Qualification

Category

Teachers having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or

Number of Teachers

150

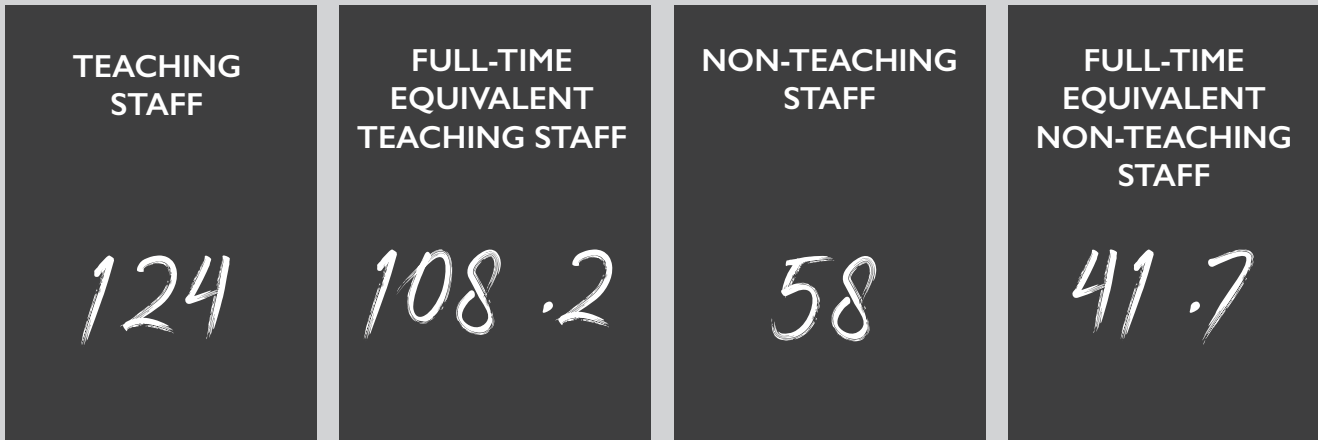
Teachers having a bachelor's degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guideline but lack formal teacher education qualifications

0

*Note that the number of teachers falling within these two categories may not sum to the total number of teachers as reported in the previous accreditation table as some teachers with conditional accreditation may not be included.



Workforce Composition



<https://www.myschool.edu.au/school/43931>

Student Attendance

Students are expected to attend school every day. If a student is not in attendance, then the following procedures should be followed:

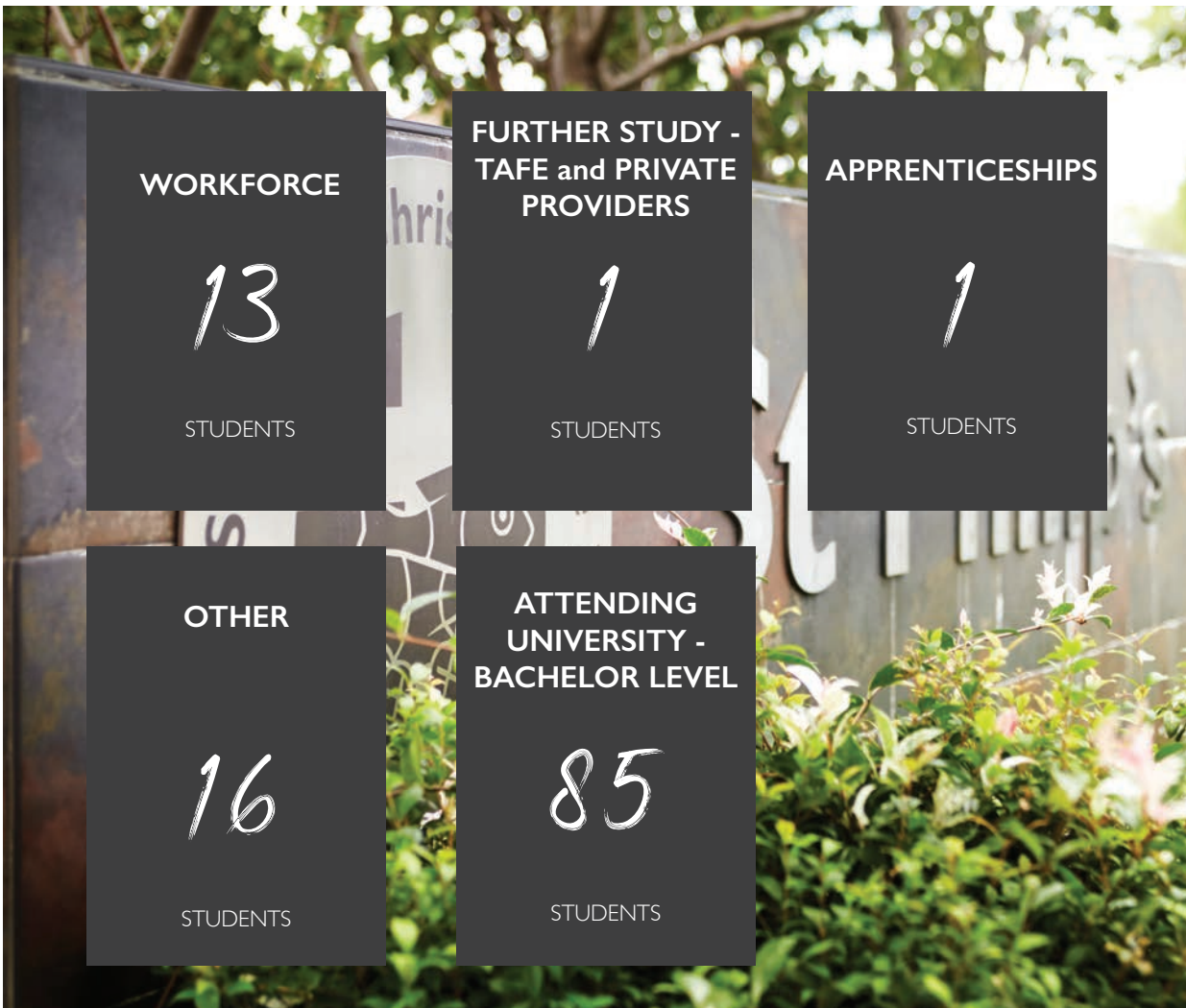
Parents/guardians are expected to contact the College on the day of the child's absence to inform the College of that absence. (Parents/guardians are encouraged to notify the school of pre-arranged appointments as soon as the date of such appointments is known. When such notification is made, the parents/guardians need not contact the school on the first day of the absence). If a student is absent and no notification has been received by 10am, a text message is sent to parents/guardians notifying them of the absence. Parents/guardians can respond to the SMS regarding the nature of the absence, and this is accepted as notification.

If the parents/guardians do not notify the College, or respond to the SMS, the Principal or her delegate will undertake all reasonable measures to contact parents promptly within three school days of an unexplained consecutive absence occurring. For any absence, a written note or SMS providing the dates of and reasons for the child's absence is required from the parent/guardian within seven days of the child's return to school. The purpose of this note is to determine whether or not the student's absence is explained or unexplained. This note or SMS will be recorded on the student's school record. If a note or SMS of explanation is not received, then the absence is recorded as unexplained.

Student Attendance Report

Year	Head Count	Full Year Equivalent	Full Days	Absence	Attendance	Attendance %
Kindergarten	74	71.31	13,050	1,214	11,836	90.70%
Year 1	70	66.23	12,121	1,041	11,080	91.41%
Year 2	76	73.19	13,394	1,245	12,149	90.70%
Year 3	82	78.06	14,285	1,492	12,793	89.56%
Year 4	84	82.84	15,159	1,537	13,622	89.86%
Year 5	83	81.38	14,893	1,511	13,382	89.85%
Year 6	82	80.34	14,703	1,629	13,074	88.92%
Year 7	166	163.92	29,997	3,012	26,985	89.96%
Year 8	167	162.94	29,818	3,500	26,318	88.26%
Year 9	143	139.89	25,600	3,061	22,539	88.04%
Year 10	165	159.13	29,121	4,138	24,983	85.79%
Year 11	124	119.44	21,857	1,931	19,926	91.17%
Year 12	117	101.54	18,581	1,459	17,122	92.15%
Total	1,433	1,380.21	252,579	26,770	225,809	89.40%

Post School Destinations



Retention Rate

The retention rate of students who completed Year 10 (2020 – 128 students) and continued on in the school to complete Year 12 (2022 – 123 students) was 83%.

Enrolment Policy

The policy outlines the process for enrolment including the responsibilities of the Board of Governors (who approve the policy and act as an appeal body), the Principal who oversees and guides the enrolment process and interviews all prospective students and makes enrolment recommendations to the Executive Leadership Team (Refer to 6.1-6.3 in policy).

(Specific enrolment processes are detailed in St Philip's Christian College Newcastle Enrolment Guidelines and Procedures 2017, Kindergarten Enrolment Guidelines and Procedures – available on request).

This policy complies with the Disability Discrimination Act. (See Principles and Procedures 5.1 -5.2).

Requirements for the enrolment process, such as interview with the Principal, is outlined in the policy. Prerequisites for continued enrolment are explained in Sections 5.3, 5.7 and 5.8 of the policy. These prerequisites are: the full payment of tuition fees and other charges; the student complies with the disciplinary requirements of the College; and communication during absences.

Changes

Changes were made to the policy in 2022 including amendments to assure alignment with current discrimination legislation.

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

Policy Document Information

Author/Supervisor	Pam O'Dea
Compliance	
NESA	Registered and Accredited Individual Non-Government Schools (NSW) Manual 3.8 Attendance 3.10.1 - Educational and Financial Reporting
Legislative Requirements	NSW Education Act (1990) Privacy Act Disability Discrimination Act 1992 Racial Discrimination Act 1975 Sex Discrimination Act 1984 Education Amendment Act 2008 National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2007 (Commonwealth Government DEEWR) Education Regulation Act 2017 Disability Standards for Education Act 2005

Other Policy Relationships	Enrolment Guidelines and Procedures Privacy Policy Attendance Policy Students with Disabilities Statement Assisting Student with Learning Difficulties Policy Managing Student Behaviour (Discipline) Policy Managing Student Behaviour (Bullying) Policy
Key Dates:	
Date of ratification	November 2021
Date for review	November 2024
Policy Review	This policy will be reviewed every 3 years, or as needed in line with legislative changes and the requirements of the Association of Independent Schools

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

1. General Statement

St Philip's Christian College, Waratah is a Christian, Coeducational, Independent, K-12 College. The College is located in the inner-city suburb of Waratah and is in close proximity to Newcastle University.

St Philip's Christian College Mission Statement

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

An effective enrolment policy is required to ensure that these desired outcomes, as expressed in the Mission Statement, are maintained.

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

2. Aim

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

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



For the Whole

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

3. Objectives – Policy statement

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

4. Audience and Applicability

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

5. Enrolment Principles

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

Students with disabilities will be treated fairly and reasonably as mandated in the Disabilities Standards for Education Act (2005). This guideline involves the processing and treatment of the enrolment application for students with disabilities on the same basis as all other enrolment applications.

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

Students progress automatically from the Junior School into Middle School and on to Senior School, unless an individual case warrants a review.

International student enrolments are welcome and are subject to special conditions, including being contingent upon a suitable family arrangement being available.

Enrolment offers are based on the following criteria:

- Students from families who desire a Christian Education for their children and who support the ethos of the College
- Students we assess to be best able to benefit from the educational program we offer.

Continued enrolment of a student is conditional upon the student complying with the disciplinary requirements of the College.

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

6. Responsibilities and Delegations

6.1 Board of Governors

- The Board of Governors holds the ultimate responsibility for determining enrolment policy
- Make decisions regarding enrolment, in the event the appeal process is required.

6.2 Principal

- The Principal is responsible for ensuring that policies and procedures relating to enrolment are in place.
- The Principal is responsible for ensuring a register of enrolments is kept that meets NESA requirements and is accurately maintained.
- The Principal is responsible for ensuring the Enrolment register is retained for five (5) years minimum before archiving.
- The Principal oversees and approves the selection and enrolment of all students.
- The Principal approves and extends all offers of enrolment.
- The Principal makes initial decisions regarding enrolment, in the event the appeal process is required.

6.3 Executive Leadership Team

- Provides assistance to the Principal throughout the enrolment process by interviewing new students seeking enrolment throughout the year, facilitating the enrolment process for siblings of existing students, and conducting interviews for Year 7 and Kindergarten enrolment periods.
- Provides advice to the Principal re class make up and educational needs of relevant classes/students/staff and prospective enrolments.
- All new enrolments, except during set enrolment periods (ie. Year 7 and Kindergarten) are approved by selected members of the ELT, chosen on the basis of the entry year level.
- Passes on new student information to relevant

le of their Life

teachers, throughout the year, as students join the College, or after large cohort enrolment (Kindergarten & Year 7).

6.4 Assistant Principal (Learning and Teaching)

- Assists the Principal in the enrolment process by reviewing and assessing the educational needs of prospective students, who are academically gifted.
- Provides advice to the Principal re class make up and learning needs of relevant GATE classes/students/staff and prospective enrolments.

6.5 Assistant Principal (Inclusion and Support)

- Assists the Principal in the enrolment process by reviewing and assessing the educational needs of prospective students, who have special learning needs.
- Provides advice to the Principal re class make up and the special learning needs of relevant classes/students/staff and prospective enrolments.

6.6 Principal's Executive Assistant/Registrar

- Completes all necessary paperwork and organises interviews relating to enrolments
- Maintains accurate waiting lists and enrolment files, databases and the enrolment register
- Liaises with Principal, Heads of School and parents re enrolments.
- Communicates with all Administrative staff enrolment information

6.7 Parents

- Provide all necessary information on the enrolment form and in the initial interview regarding the child's educational/medical needs
- Make available any specialist information and academic records/history regarding the child's educational/medical needs
- Ensure all information listed on the enrolment form/medical form is true and correct.
- Accept/decline offer of enrolment within designated time-frame on letter of offer of enrolment.
- Ensure all tuition fees and other charges are paid as they fall due.
- Meet all requirements re attendance and communication as outlined in the Attendance Policy.

6.8 Students

- Cooperate with the College's enrolment process
- After enrolment, continue to meet conditions of enrolment and by following College policies and procedures.

7. Monitoring Evaluation and Reporting Requirements

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

8. Document Details and History

Document revised P. O'Dea, R. Baker December 2009

Updated E. Moir May 2012

Amended July 2012 E. Moir

Amended March 2014 E. Moir

Updated May 2015 E. Moir

Updated March 2017 E. Moir

Updated November 2021 M Baker

Updated March 2022 P O'Dea

Policy Updates 2022

In 2022, all school policies and procedures were reviewed to ensure they were in line with requirements and updated with any legislation or staffing changes.

- Accident Incident Reporting Policy
- Annual Report Policy (Educational and Financial Reporting)
- K-12 Assessment Policy
- K-12 Reporting to Parents Policy
- Attendance Policy
- Premises and Buildings Policy and Procedures
- Child Protection Reportable Allegations against Employees Policy (SPCEF Ltd)
- Child Protection Policy (SPCEF Ltd)
- Communication – Home/School Policy
- Contractors Policy
- Complaints Handling Policy
- International Student Policies and Procedures
- Critical Incident Policy
- K-12 Curriculum Planning and Programming Policy
- Employment Policy (SPCEF Ltd)
- Enrolment Policy
- Emergency Evacuation Policy
- Excursion Policy
- Financial Assistance Policy
- Grievance Handling Policy (SPCEF Ltd)
- Home Learning Policy
- Induction Policy
- Disability Provisions Policy
- GATE (Academic Acceleration) Policy
- Learning Support Policy
- Literacy K-12 Policy
- Numeracy K-12 Policy
- Outside Tutor and External Provider Policy
- Anti-Bullying and Harassment Policy
- Managing Student Behaviour – Commendation Policy
- Managing Student Behaviour (Discipline) Policy
- Multicultural EALD Policy
- Pastoral Care and Student Wellbeing Policy
- Privacy Policy (SPCEF Ltd)
- General Records Management Policy (SPCEF Ltd)
- Risk Management Policy
- Security Policy
- Student Health and Medication Policy
- Student Service Based Leadership Policy
- Supervision of Students K-12 Policy
- Volunteers Policy
- Whistleblower Policy (SPCEF Ltd)
- WHS Policy

As part of this process the following policies had significant changes in addition to legislation and staffing updates:

Policy summary	Policy changes 2022
Complaints Handling Policy	Updated to bring together the Policy and the Procedures, to increase the transparency and bring further clarity for the community regarding the complaints handling process. This included increasing the details of the five stage complaints process with greater specificity on accountability and expectations at each step. A risk assessment and flow chart are now also included in this Policy.
Accident Incident Reporting Policy	Updated to reflect change of staff representation from WHS committee to Health and Safety committee
K-12 Reporting to Parents Policy	Updated to reflect the changes to Progressive Assessment Reporting
Enrolment Policy	Amendments to assure alignment with current discrimination legislation. Updates to the guidelines and procedures for new students with disabilities.
Excursion Policy	Note: new procedures and guidelines developed to reflect current practice and emerging contextual needs. This has provided greater levels of process and risk management.
Learning Support Policy	Inclusion of foundational policy statements with position on Learning Support, in particular around diversity and inclusivity. Included statement of impacts to the Enrolment Process. Policy was amended to reflect the newly created role of School Psychologist and support structures. Significant changes to Procedures and Guidelines to reflect structures in the school.

Outside Tutor and External Provider Policy	To ensure we continue to meet Working with Children Check requirements for all outside tutor and external providers (not just independent, individual providers) Policy reflects increased accountability in reporting to NESAs and stakeholders.
Pastoral Care and Student Wellbeing Policy	Significant changes to Procedures and Guidelines to reflect new wellbeing structures with a whole-College approach to pastoral care. Updated with comprehensive and inclusive approaches to learning and teaching.
EALD Policy	Significant change to roles and responsibilities. Updated to incorporate new structure and K-12 approach regarding identifying EALD students, enrolment, referral process, teaching and assessing and training staff. Update to EALD/ Mode of delivery.
K-12 Assessment Policy	Updated to reflect changes in Progressive Assessment and Reporting.
Literacy K-12 Policy	To reflect the current NESAs reforms around Literacy and Numeracy.
Numeracy K-12 Policy	

If you require further information on any of these policies, or to request to see the full policy, please contact the College.

Student Welfare Policy

St Philip's Christian College, Waratah is committed to providing a safe and supportive environment by having in place policies and procedures that provide a "caring, secure and challenging learning environment" which supports our Mission Statement and our legislative requirements.

We do not have a discrete Student Welfare Policy as we believe that Student Welfare is an integral part of many policies, hence we have a Student Welfare Policy Framework. The Student Welfare Policy Framework outlines the various policies that are in place at the College that address this need and help provide a safe and supportive environment which:

- Minimises risk of harm and ensures students feel secure
- Supports the physical, social, academic, spiritual and emotional development of students
- Provides student welfare policies and programs that develop a sense of self worth and foster personal development

Below is a summary of the major policy areas encompassed in the framework. The full text of the Student Welfare Policy Framework is available for all staff on MySPCC. The full text of required policies are available for parents on the College website.

Policies that are included in the Student Welfare Policy Framework:

- Managing Student Behaviour (Discipline) Policy
- Managing Student Behaviour (Commendation) Policy

- Disability Provisions Policy
- Learning Support Policy
- Multicultural/EALD Policy
- Risk Management Policy
- WHS Policy
- Anti-Bullying and Harassment Policy
- Supervision of Students K-12 Policy
- Pastoral Care and Student Wellbeing Policy
- Code of Conduct Waratah
- Student Health and Medication Policy
- Attendance Policy
- Child Protection Policy
- Child Protection Reportable Allegations Against Employees
- Emergency Evacuation Policy
- Critical Incident Policy
- Volunteers Policy
- Contractors Policy
- Excursion Policy
- Security Policy
- Tutor and External Provider Policy
- Student Service-Based Leadership Policy
- K – 12 Assessment Policy
- Communication Home/School Policy
- Complaints Handling Policy and Procedures
- Home Learning Policy

Anti-Bullying Policy

Policy title - Anti-Bullying and Harassment Policy

Through the successful implementation of this policy, and other welfare areas, our goal is to help to create and maintain a culture where bullying, harassment, violence and discrimination is unacceptable and occurrences minimised. The Anti-Bullying and Harassment Policy focuses on four key areas: Our Christian ethos; Creating a safe and supportive environment; Self-discipline; and Respect. The policy outlines responsibilities and delegations of staff, students and parents and explains things such as who contacts the Police School Liaison and Youth Liaison Officers. The contact details and names of these officers are also included in the procedures and guidelines document.

The full text of the College's Managing Student Behaviour (Anti-Bullying and Harassment) Policy is available on the College website for students and parents and hard copies on request. The full text is available on the common drive and MySPCC for staff and hard copies are in the policy folder in the Director of Human Resources' office.

No changes were made to this policy in 2022.

Every student is seen as a unique creation of God, a person to be respected and valued, irrespective of their ability, background, or age.

Discipline Policy

Policy title - Managing Student Behaviour – Discipline

Students are required to abide by the College's rules and to follow the directions of teachers and other people with authority delegated by the College. Where disciplinary action is required the consequences vary according to the nature of the breach of discipline and a student's prior behaviour. Please note, that no corporal punishment will be administered by St Philip's Christian College nor is the administering of Corporal Punishment by non-school persons, including parents sanctioned by the College.

Disciplinary action that may result in any sanction against a student, including suspension or expulsion provides processes based on procedural fairness. The parent/caregiver is given the opportunity to participate in the process through interviews with the Principal and Head of School and opportunities to discuss sanctions.

The full text of the College's Managing Student Behaviour – Discipline Policy is available on the College website and MySPCC for students and parents and hard copies on request. The full text is available on the common drive and MySPCC for staff and hard copies are in the policy folder in the Director of Human Resources' office.

There were no changes to this policy in 2022.

Policy for Complaints and Grievances Resolution

Policy titles - Managing Complaints; Grievance Handling

The College's Policy for dealing with complaints (parents/community), Managing Complaints, and grievances (employees), Grievance Handling, includes processes for raising and responding to matters of concern identified by parents, students and employees. These processes incorporate the principles of procedural fairness.

The Complaints Policy and associated procedures, are based on biblical principles with the desire that concerns and complaints are resolved in a prompt, impartial and procedurally fair manner. Through this process the desire is that a positive respectful relationship may be maintained and that parents/caregivers feel their opinion is valued and may raise issues without fear of repercussion. Parents are asked to raise the matter directly with the staff member concerned, or if this is not appropriate or parents feel uncomfortable with this, they may raise the matter with the staff member's supervisor. If there is no resolution, parents may raise the matter further with the Head of School or School Principal. For matters pertaining to the School Principal, or if the parents are dissatisfied with the manner in which their complaint has been processed, may raise the matter with the Executive Principal for consideration and/or review.

The Grievance policy outlines the biblical principles that are to be followed for resolving conflict with staff members. Grievances are to be dealt with in a prompt, impartial and procedurally fair manner whilst maintaining positive and collaborative relationships between staff members. The Grievance policy allows for diversity of opinion and for staff members to feel that their opinion is valued and that they may raise issues without fear of repercussion. Staff members are asked to raise the grievance with the relevant staff member in the first instance and then if not resolved, discuss the matter confidentially with the relevant Head of School or Principal. If the matter pertains to the Principal, or the staff member is dissatisfied with the manner in which their grievance has been processed, then the staff member may raise their concern with the Executive Principal for consideration and review.

The full text of the College's policy for Managing Complaints is available for staff, students and parents on the College website and MySPCC. Staff also have access to the full text of Grievance Handling policy and procedures on MySPCC. A summary is also contained in the Staff Handbook and the information booklet for the Board of Governors.



Strategic Plan Progress 2022

2022 was the second year of the College's four-year Strategic Plan. This plan involves 24 key strategic projects across the College's five strategic pillars. Most of these projects are in initiation or execution phase, and of these projects, the following had significant milestones in 2022:

Strategic Project 1: Create new opportunities for students to engage with their faith.
The first Ministry Camp for students was launched.

Strategic Project 4: Launch the Alumni Program for SPCC Newcastle.
There was significant alumni engagement throughout the year including the Alumni Symposium, Homecoming Day, Art Gallery, 40th celebrations and Anniversary Dinner; and the HSC Study Camp. Preparation of new alumni website platform commenced, ready for launch in 2023.

Strategic Project 5: Celebrate the 40-year Anniversary of the SPCEF and Newcastle Campus.
2022 was the celebration of 40 years of the College, including a 4th of February service, Homecoming week, an Art Gallery, Homecoming Day, Anniversary Dinner; a cross-campus musical, celebratory tea towels for each class in Years K - 6, and the initiation of five children's books.

Strategic Project 6: Build Global Project Partnerships (Malawi).
A proposal was submitted by Pam O'Dea and the Malawi working team to the Board on next steps for building global project partnerships in Malawi. The first all-College fundraiser was held with the inaugural Colour Fun Run, raising over \$70,000.

Strategic Project 8: Establish a Reconciliation Action Plan.
A Reconciliation Action Plan (RAP) was submitted through Narragunnawali; Reconciliation in Education, in order to provide a clear and definitive way to sustainably and strategically take meaningful action to advance reconciliation. The RAP was accepted and the focus in 2022 was on embedding the RAP in the SPCC community.

Strategic Project 23: Design and Construct "Future Fit" Facilities.
Works commenced on the new Active Learning Centre (ALC) with an official Groundbreaking Ceremony in February.

Strategic Project 24: Achieve 5-year Registration and Accreditation approval.
Following inspection, we received confirmation that, in response to our application to NSW Education and Standards Authority for renewal of registration for Kindergarten to Year 12 and accreditation for the RoSA and HSC, the College was granted registration and accreditation until 2027.





For the Whole of Their Life

STRATEGIC PLAN

2021/2024



| Mission

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

| Vision

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

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

| Core Values

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



SPCC Newcastle Cultural Distinctives

Believing
in God

Connecting
to Others

Thinking
for Life

Creating
for Good

Taking
Responsibility



| Strategic Plan




























The St Philip's Christian College, Newcastle, Strategic Plan will enable us to:

- Build a “home” where every student feels welcomed and accepted, is able to develop a personal faith in Jesus Christ, and is empowered to live with purpose, integrity and joy.
- Develop a dynamic network of connections and relationships, through effective visual, written and verbal communication, so that students feel connected, included and affirmed, and are empowered to make a significant difference here and beyond.
- Equip students with a growth mindset so that they become lifelong learners, who think critically and creatively, making meaningful and evidence-informed contributions to society, here and beyond.
- Strengthen the well-being of the SPCC community by developing an understanding of individuals' strengths and gifts within a culture of innovation and creativity, so that they can appreciate how they have been created by God, for good, and are empowered to contribute to the greater good of society and future generations.
- Create a culture of respect and proactive stewardship, so that every member of the SPCC community takes responsibility for themselves, others, and the natural and built environment, contributing individually and corporately to the growth and sustainability of SPCC.

We are committed to encouraging and empowering every student to discover their unique God-given potential by creating learning experiences that enable them to thrive physically, emotionally, mentally, spiritually and socially, developing a heart of compassion and justice to make a difference for the whole of their life.

Mrs Pamela O'Dea
Principal (SPCC Newcastle)

The SPCC *Whole of Life* Framework

Believing in God	Connecting to Others	Thinking for Life	Creating for Good	Taking Responsibility
 Knowing God	 Collaborating	 Questioning	 Wondering	 Persevering
 Knowing Self	 Communicating	 Making Links	 Imagining	 Being Resilient
 Acting Justly	 Empathising	 Discovering	 Investigating	 Capitalising
 Showing Kindness	 Listening	 Distilling	 Innovating	 Managing Distractions
 Living Humbly	 Seeking Feedback	 Reasoning (with Evidence)	 Taking Considered Risks	 Developing Self-Discipline



| Believing in God

Vision

Through experiencing an authentic demonstration of God's love within our Christian community, a student at St Philip's becomes a passionate, resilient, lifelong disciple of Christ who is actively committed to His cause. St Philip's remains "home", a welcoming place of acceptance and encouragement, for the whole of their life.

Through demonstrating God's love by living authentically within Christian community, a staff member at St Philip's actively seeks to grow in their relationship with God and to develop a Kingdom mindset. A St Philip's staff member knows that they have been called to nurture students in faith and life, so that they are actively committed to His cause. Led by the Spirit, staff members are empowered to live a grace-filled life, purposefully contributing to the mission of the College. Living together in unity, they build a "home" that remains a welcoming place of acceptance and encouragement.

The St Philip's environment is a place that demonstrates our story and our values. It is a place that overtly acknowledges and celebrates every child and young person as a unique expression of the image of God. Moving through the school, one realises that education is not one size fits all, as young people are seen discovering various gifts and talents that God has given them. Every space has a sense of welcome, drawing staff and students alike toward the discovery of a Kingdom centred life. Scripture is prevalent through art work and displays. A culture of kindness and hospitality is expressed in learning spaces, offices and gathering hubs. The Presence of the Holy Spirit is tangible through a feeling of peace, order, productivity and joy.

Aim

To build a "home" where every student feels welcomed and accepted, is able to develop a personal faith in Jesus Christ, and is empowered to live with purpose, integrity and joy.

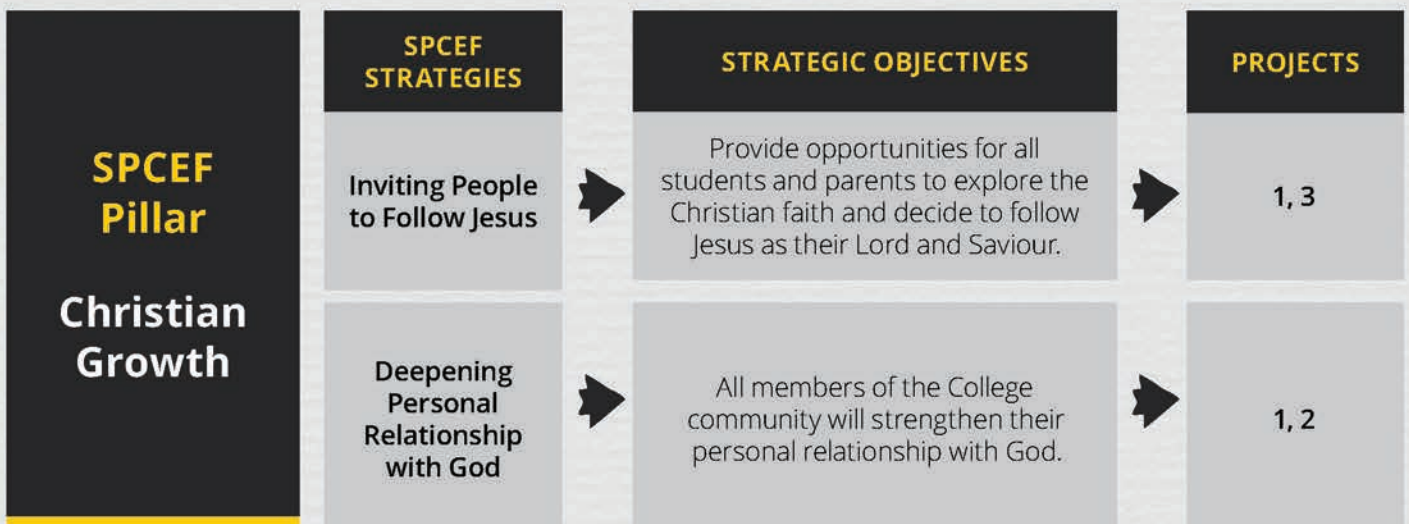


Newcastle **Key Strategic Projects** 2021-2024

1. Create new opportunities for students to engage in their faith
2. Increase prayer support in the College
3. Execute a design plan to visually display our Christian belief and practice



St Philip's Christian Education Foundation (SPCEF) link to Newcastle Key Strategic Projects



Connecting to Others

Vision

As they engage in a dynamic network of connections within the College and beyond, a St Philip's student is intentional about making a significant difference locally and globally. By recognising the worth that God places on all people and living selflessly, they experience the reciprocal benefits of connecting to others.

As they actively seek to create a dynamic network of professional connections within the College and beyond, a St Philip's staff member is intentional about equipping others to make a positive difference that impacts the world for good. By deeply connecting with, and knowing their students, they create an environment that values teamwork and empathy, seeking feedback and considering different perspectives. Passionately committing to their calling, they recognise the worth that God places on all people, and continually contribute to the expansion of a connected, inclusive and empowering community.

St Philip's is a place where connection and relationship is valued. Effective communication inspires our community to appreciate, value and strengthen the power of relationship with God, and others. Visual expressions of the relationships developed within and beyond the College are displayed to tell the story of how God has used people, working together, to impact our city, and beyond, with the love of Jesus. Our facilities provide space for people to gather together to learn, celebrate, fellowship, create and support one another.

Aim

To develop a dynamic network of connections and relationships, through effective visual, written and verbal communication, so that students feel connected, included and affirmed, and are empowered to make a significant difference here and beyond.



Newcastle **Key Strategic Projects** 2021-2024

4. Launch the Alumni Program for SPCC Newcastle
5. Celebrate the 40-year anniversary of the SPCEF and Newcastle Campus
6. Build Global Project Partnerships (Malawi)
7. Establish a Communication and Marketing Strategy
8. Establish a Reconciliation Action Plan
9. Implement SPCC "BEYOND" to strengthen and enrich mission and service learning
10. Launch the "Friends of the College" Program



St Philip's Christian Education Foundation (SPCEF) link to Newcastle Key Strategic Projects

	SPCEF STRATEGIES	STRATEGIC OBJECTIVES	PROJECTS
SPCEF Pillar Community & Culture	Broadening Strategic Relationships	Broaden and strengthen collaborations with like-minded people and organisations locally, nationally, and globally, for the benefit of others.	4, 5, 6, 8, 10
	Impacting our Community	Develop local, national and global partnerships that provide unique mission and service opportunities for our students and staff.	4, 5, 6, 9
	Valuing our School Community	Emphasise excellence in customer service across all areas of the College community, communicating effectively and efficiently.	7

| Thinking for Life

Vision

Students at St Philip's will thrive in our diverse and rapidly-changing world, because they experience a highly-engaging, challenging and future-oriented culture of lifelong learning. Being equipped with the knowledge, skills and dispositions to explore with curiosity, and think critically and creatively, they will make a meaningful, evidence-informed contribution as active and educated global citizens.

Staff members at St Philip's are lifelong learners, who think critically and creatively, modelling a growth mindset to students and colleagues. Agile and adaptive thinkers, they are evidence-informed and future-oriented, in order to operate at the forefront of an ever-changing global landscape. As resourceful and innovative adult thinkers, staff members empower students to ask questions, engage intellectually and solve problems, to create a better life for themselves and others.

St Philip's is a place where students are challenged daily to strive for excellence and be the best that they can be. Our environment demonstrates and showcases the value we place on every student's effort and commitment to learning, inspiring future generations. Our innovative, future-oriented facilities and our culture of thinking empowers curiosity, collaboration and creativity.

Aim

To equip students with a growth mindset so that they become lifelong learners who think critically and creatively, making meaningful and evidence-informed contributions to society, here and beyond.



Newcastle Key Strategic Projects 2021-2024

11. Consolidate and extend HSC SmartTrack
12. Research and launch SmartTrack Academy
13. Consolidate the Year 12 Academic Mentoring Program
14. Embed the Professional Development and Evaluation Framework
15. Activate a strategy to embed excellence for K-12 Literacy and Numeracy
16. Prepare Individual Learning Plans for all students K-12
17. Inaugurate the SPCC Research Centre



St Philip's Christian Education Foundation (SPCEF) link to Newcastle Key Strategic Projects

	SPCEF STRATEGIES	STRATEGIC OBJECTIVES	PROJECTS
SPCEF Pillar Educational Excellence	Achieving Personal Best in Learning	Equip every student to action personalised SMART goals to achieve success in learning.	11, 12, 13, 15, 16
	Embedding Whole of Life Learning	Provide opportunities for staff and students to understand and strengthen dispositions and habits for whole of life learning.	11, 12, 13, 15, 16
	Teaching with High Impact Strategies	Employ evidence-informed, innovative and engaging learning strategies inclusive of the needs of all students.	11, 12, 14, 15, 16, 17
	Promoting a Culture of Professional Learning	Provide professional learning, employing a range of strategies including reflective practices, constructive feedback, disciplined dialogue around data, collaborative enquiry and evidence-based decision making.	14, 17

| Creating For Good

Vision

An encouraging and vibrant culture of innovation and creativity, within real-world contexts, provides the framework for our students to continually discover how they have been created by God, for good, with a hope-filled future. Being equipped by God with individual strengths and gifts, they will express their unique creativity for the good of others.

A St Philip's staff member creates and nurtures a culture where students experience hope, by knowing they have been uniquely created by God, for good. Because they value curiosity, imagination and innovative thinking, they are open to new ideas and have confidence to explore new possibilities without the fear of failure. They seek to 'find the gold' in others, helping them to discover and develop their individual strengths and gifts in order to influence and contribute meaningfully to the greater good of society and future generations.

St Philip's is an inviting, inclusive place where staff, students and the wider community feel welcomed and experience God's love. Expressions of our core values are clearly visible in all areas of the College and God's natural creation complements the built environment. All spaces reflect the age-appropriate needs of the students, and are designed to support the intellectual, physical, spiritual and emotional well-being of all students and staff. The culture of gratitude is evident in the priority given to environmental sustainability of all projects to benefit current and future generations.

Aim

To strengthen the well-being of the SPCC community by developing an understanding of individuals' strengths and gifts within a culture of innovation and creativity, so that they can appreciate how they have been created by God, for good, and are empowered to contribute to the greater good of society and future generations.





Newcastle Key Strategic Projects 2021-2024

- 18. Develop a College Pastoral Care and Well-being Framework
- 19. Review Gallup strengths and embed a strengths-focused approach throughout the College
- 20. Promote Student Voice across all initiatives
- 21. Develop a Leadership Philosophy Statement to strengthen the College Leadership culture
- 22. Instigate a K-12 Outdoor Education Strategy

St Philip's Christian Education Foundation (SPCEF) link to Newcastle Key Strategic Projects

	SPCEF STRATEGIES	STRATEGIC OBJECTIVES	PROJECTS
SPCEF Pillar Pastoral Care and Well-being	Promoting Student Voice	Enable authentic agency and responsibility, empowerment and leadership through inclusive engagement of all students.	18, 19, 20, 21
	Establishing Health and Well-being as a Priority & Shared Responsibility	Develop in staff and students an awareness of their own well-being, a care for the well-being of others and the capacity to respond in love.	18, 19, 21, 22
	Developing Resilience	Equip students to navigate challenges, embrace the effort, learn from mistakes and respond with a growth mindset.	18, 19, 21, 22
	Building Positive Relationships	Equip staff, students and College community members in how to develop and maintain quality relationships which reflect the Gospel of Christ.	18, 19

| Taking Responsibility

Vision

Through a culture of respect and pro-active stewardship, a student at St Philip's develops wisdom, resilience, self-discipline, and the values to confidently and humbly take responsibility for themselves, others and creation. As servant-leaders, they contribute to the establishment of a more compassionate and just world.

As a St Philip's staff member takes responsibility for self, for others and for resources, a culture of respect and proactive stewardship is established. Staff members adopt an owner's mentality, modelling gratitude for, and pride in the College. Determined to make the most of every opportunity, even in the face of challenge and adversity, they stay focused on, and committed to the vision and mission of the College. As servant leaders, they are responsible to contribute to the establishment of a more compassionate and just world.

As a Christian school, St Philip's demonstrates responsibility in meeting legislative and NESA requirements, consistently improving and developing operations, so as to deliver an exceptional educational service. We are committed to sustaining and protecting the natural environment through a collective sense of stewardship for God's good creation and the efficient use of resources by everyone in the community, avoiding unnecessary waste, and building a healthy, safe, well-provisioned and well-maintained environment.

Aim

To create a culture of respect and proactive stewardship, so that every member of the SPCC community takes responsibility for themselves, others, and the natural and built environment, contributing individually and corporately to the growth and sustainability of SPCC.



Newcastle **Key Strategic Projects** 2021-2024

- 23. Design and construct “Future Fit” Facilities
- 24. Achieve five-year Registration and Accreditation approval



St Philip’s Christian Education Foundation (SPCEF) link to Newcastle Key Strategic Projects

	SPCEF STRATEGIES	STRATEGIC OBJECTIVES	PROJECTS
SPCEF Pillar Growth & Sustainability	Developing Educational Infrastructure	Continue to deliver exceptional educational services and promote these to achieve full enrolments in our existing schools.	23
	Stewarding Resources Wisely	Steward our resources to enhance financial stability, future sustainability and competitive advantage.	23
	Strengthening Reputation	Ensure quality of excellence in every aspect of operations and service.	24

Initiatives promoting respect and responsibility

The values of respect and responsibility are integral to the fabric of Christian thought and practice and so are at the heart of the published Mission statement of the College which is,

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

These Christian beliefs, values and practice are therefore further expressed in our Cultural Distinctives:

Believing in God
Connecting to Others
Thinking for Life
Creating for Good
Taking Responsibility

which encapsulate the Core values of the College:

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

The values of respect and responsibility flow out of our respect for God. They are therefore seen in our attitude and responsibility towards ourselves, others, our country and the wider international community.

Throughout 2022 we had the privilege of celebrating 40 years of St Philip's Christian College, which has grown from a school of 25 students to over 4, 500 students across the region. What an opportunity to give thanks for the incredible contributions of so many people to enable students to grow and thrive.

Celebrating the 40th Anniversary of our College provided the perfect context for promoting a culture of respect and responsibility. This was achieved in the following ways;

- Recognition of achievements: Celebrating the school's 40th Anniversary provided an opportunity to recognise and appreciate the accomplishments and milestones reached throughout its history. By acknowledging the hard work, dedication, and achievements of students, staff, and community members who have contributed to the school's success, it fosters a culture of respect for their efforts and instils a sense of responsibility to maintain and build upon that legacy.
- Reflecting on values and traditions: Anniversary celebrations often involve reflecting on the values and traditions that the school upholds. By highlighting the core principles that the school stands for, such

as integrity, kindness, or academic excellence, it reinforces the importance of these values in the school community. This reflection cultivates respect for the values and a sense of responsibility among students, staff, and stakeholders to embody and uphold them.

- Strengthening community bonds: Anniversary celebrations bring together current students, alumni, parents, teachers, and the wider community. The shared experience of celebrating the school's 40th Anniversary fostered a sense of community and belonging. Through collaborative activities, events, and gatherings, individuals develop respect for each other and a sense of responsibility towards nurturing a positive and inclusive environment within the school community.
- Alumni engagement: Anniversary celebrations often attract alumni who have graduated from the school over the years. Alumni engagement provided an opportunity for current students to learn from the experiences and achievements of those who came before them. This interaction encouraged respect for the accomplishments and contributions of alumni and fostered a sense of responsibility to continue the school's legacy of excellence.
- Inspiring future generations: Anniversary celebrations can be a source of inspiration for current and future students. By showcasing the successes of the school and its graduates, it motivated students to strive for excellence, take pride in their school, and feel responsible for their own education and personal growth. The celebration serves as a reminder of the potential and opportunities that lie ahead, encouraging students to respect the institution and take responsibility for their own future success.

In summary, celebrating the 40th Anniversary of a school promoted a culture of respect and responsibility by recognising achievements, reflecting on values and traditions, strengthening community bonds, engaging alumni, and inspiring future generations. These elements combined contributed to creating an environment where respect for one another, the institution, and its values is upheld, and a sense of responsibility towards personal growth and contributing positively to the community was fostered.

Times are provided within the week for a particular focus on these areas. These times would include the time for class devotions and Chapel, which is held each alternate week in Senior and Middle School and weekly in Junior School, school assemblies, and regular parent updates. Within all curriculum areas, the implementation of our core values is of utmost importance.

The annual theme for the whole College was "Thankful". Through this theme, students and staff were encouraged to consider the many things they can be grateful for and develop an attitude of gratitude to promote the values of respect and responsibility.

School-wide daily devotions, written daily by the Principal or delegate, were delivered via video. These were to encourage all members of the school community to unite, each morning, in reading the Bible and praying for God's help to be a positive influence in our community and beyond, giving thanks for the many blessings and opportunities that we can experience.

In order to shape our future positively, the need for active learning space is paramount. Richard Crookes Constructions commenced the construction of the 3 storey Active Learning Centre. This facility will pave the way for our students to establish their future healthy selves.

Special K-12 celebrations and commemorations were held including the ANZAC Service and Thanksgiving Service. Highlights of the service included the address by Alumni, Flight Lieutenant Paul Robson, who encouraged us to be grateful for the peace we enjoy in Australia and to hold to the values of our College, so that we can positively impact all those around us, as did those who served to defend and protect our country at such significant personal cost.

Also, the presence of the Lord Mayor of Newcastle, Councillor Nuatali Nelmes and Australian Defence Force servicemen and women, who laid a wreath and tributes during the service, added special significance. Following the ceremony, a special morning tea was held for Defence families in the College.

The annual STEM program provides a series of powerful and challenging opportunities in which our students engage, in order to benefit from real world experiences. Through project management and entrepreneurship, our students gain knowledge, skills and understanding in how to create products that change people's lives. Our students participated in the Subs in Schools Program successfully, being declared National Champions for the second time.

In November, we celebrated World Teachers' Day. Year 12 Student Leaders took on the challenge, expressing gratitude and appreciation to our teaching staff members. They did this in a variety of ways, including giving staff appreciation notes to recognise the commitment of our teaching staff members. In addition to this, we awarded three teachers with Teachers' Teacher awards. These awards reflect the respect and esteem that our teachers have for one another, and focus on the contribution that these teachers make every day to make a difference for their students and colleagues.

The teachers who received these awards were:

Darlene Eriean

Aran Tidey

Jess Mackie

The Teachers' Guild of NSW recognises teachers across the state for their service and commitment to teaching. This year, four of our teachers were awarded World Teachers' Recognition Awards. The teachers who received this recognition were:

Danni Litchfield

Michael Cooper

Dave Bonzo

Graeme Dunn

In March, our whole College community celebrated International Women's Day. A highlight of the day was our guest speaker at both Middle and Senior School Assemblies. Squadron Leader Louise Burr, who is a member of the Australian Defence Forces. Louise's career has taken her all over Australia and around the globe. She was deployed as Chief Engineer of the Middle East Region in 2018 and her current role is Project Management Lead of the \$1.5 billion Joint Striker Jet Facilities Project. Recently announced as the winner of the national Australian Defence Magazine 2021 'Women in Defence' awards in the Engineering category, Louise's message inspired students to show respect and take individual responsibility to celebrate the contribution women make to our society.

Different opportunities were provided throughout the year for every student to write an appreciation card to a College community member and these were distributed to staff and students throughout the year.

There was a whole school focus on showing respect to one another. Middle and Senior School staff collaborated together to develop a Respect Strategy Summary and action plans were created for implementation with students. This engendered a positive culture of mutual respect and value for one another.

Staff Conference was successfully held face to face for the first time in several years and provided an opportunity for all staff to give thanks for God's protection over these years. Staff participated positively.

Junior School Initiatives

Parent Communication

- Homeroom Parent Teacher interviews conducted via Zoom
- Information Sessions online
- Kindergarten webinar

Sports

- 3-6 Competitive Swimming Carnival at school and HRIS level
- HRIS Basketball

Special Events

- Commissioning of Student Leadership team
- International Women's Day
- 40th Anniversary events – JS involvement in Business in a Box, Recognition Assembly, Art Gallery,
- Book Week – dress up, book fair, guest speakers
- Mother's Day and Father's Day breakfast and stalls

Curriculum

- K-2 Curriculum reform English and Maths
- K-6 AIS Numeracy project commenced
- ICAS competitions
- Year 3 NAPLAN online

Extra-curricular

- Year 3 one-night camp to CRU
- Year 4 two-night camp to CRU
- STEM – Brickfest
- Year 1 Newcastle beaches
- Year 4 Excursion to Glenrock
- Year 4 Shortlands Wetlands Excursion

Fundraisers

- JS Dress up day – Easter Theme

JS Musical

- Hope on a Boat

Kindergarten Orientation

- Orientation visits

Practice Assessment and Curriculum Team formed K-12

- Team formed including K-2, 3-6 representatives

Middle School Initiatives

- Musical Production of Frozen Jnr in Term 2.
- Successful launch of Smart Track Academy with 24 students. Presentation by Lachlan Jones and Alyce van derVelde about Smart Track Academy at AIS Pathways and Partnerships Forum, as well as Future Schools Alliance Tour. Enrolments for Smart Track Year 7 2023 finalised and planning for Smart Track Year 8 and 9 in progress.
- Successful launch of Year 7 addVANTAGE electives – 12 Future Focused electives on offer for Year 7 students.
- Year 5 Whole Grade Band programme launched.
- Specialised training with Learn Life (Spain) and Stephen Harris to further develop staff understanding of self-determined learning pathways
- Completion of AIS Writing Modules K-6 (12 months)
- Wellbeing Focus Year 5 UR Strong – empowering students with friendship skills
- Amazing Me – Years 5 & 6 - positive and empowering education program with students and parents
- Participation in Adolescent Success (formerly Middle Years Schools Association) Conference
- Teachers' Guild Awards – Research – Megan Smith and Susan Bartlett
- Teachers' Guild Awards – Brian McCowen
- Alyce and Lachie presented at AIS Pathways and Partnerships forum STA
- Alyce and Lachie presented at FSA visit on STA
- Gifted Education new class model for Year 7 – successful
- IWD – Squadron Leader Louise Burr
- Music camp
- Year 8 won the Science and Engineering Challenge at UON
- MS addVENTURE vision launch
- Vivi training staff
- Year 5 EV Car Challenge successful winning 1st, 2nd, 3rd, and 4th place
- Business in a Box
- Cross Country – new format due to the wet weather not held at BB
- Athletics Carnival - Twilight new format due to renovations at Glendale Sports Centre
- Book Week Presentation with Jackie French for Middle School students – online
- Year 7 Enrolment process, testing day, GLIMPSE Day (half day orientation visit)
- 40th Celebrations – MS Students in inter-school musical Little Mermaid, Business in a Box, Homecoming week
- Year 4 visits to Middle School Orientation
- Year 5 & 6 CRU Leadership event hosted at SPCC
- ICAS competitions

Senior School Initiatives

- Senior School Launch Day – a welcome to Senior School Transition event for Year 8 students moving into Year 9. Students experienced a taster of their electives and enjoyed a whole day in Senior School.
- Year 9 2023 Information Session – this was held during Term 4 2022, to support the move for families coming into Senior School
- Year 9 Morning Teas – the HoSS, AHoSS and the Lead Educator Year 9, met and had morning tea with all Year 9 students.
- Senior School Captains elected and communicated during Term 3, Year 11. The announcement was made and a “handing over the baton” during the Year 12 Graduation
- HSC Showcase Evening – all students displayed/performed their Body of Works at a showcase evening on Tuesday 6th September
- Year 10 GRAD Program – Growth, Reconnection and Development. The aim of this program is to utilise the last few weeks of school in Term 4 to give students opportunities to extend themselves with service-learning opportunities, grow in their sense of self and personal wellbeing, and develop real-life knowledge and skills that will support them as they eventually transition out of school into the ‘real world’.
- HSC Study Camp – the launch of the first Cross Campus Study Camp in the Term 2-3 school holiday break.
- Ministry Camp – the launch of the first SPCC Ministry Camp held at YWAM Tahlee with 34 students attending.
- SPCC Cross Campus Student Leadership Symposium – Term 4 student leadership day in collaboration with other SPCC schools and Central Staff.

Feedback from Students, Parents and Staff in 2022

At SPCC 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 strong enrolment figures and waiting lists 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 their teachers and members of the Executive and College Leadership Teams throughout the year. They offer important feedback and their perceptions of school. Communication opportunities include:

1. Pastoral Care Teacher Meetings
2. Student Leader Meetings
3. Student group meetings with the Principal

Teacher Satisfaction

Our College works hard at maintaining unity and a high staff morale. Feedback from teachers is gained through:

1. Staff contributions during meetings
2. Discussions during Professional Discussion Meetings with the Principal
3. Emails from staff
4. Informal discussions with staff

Parent Satisfaction

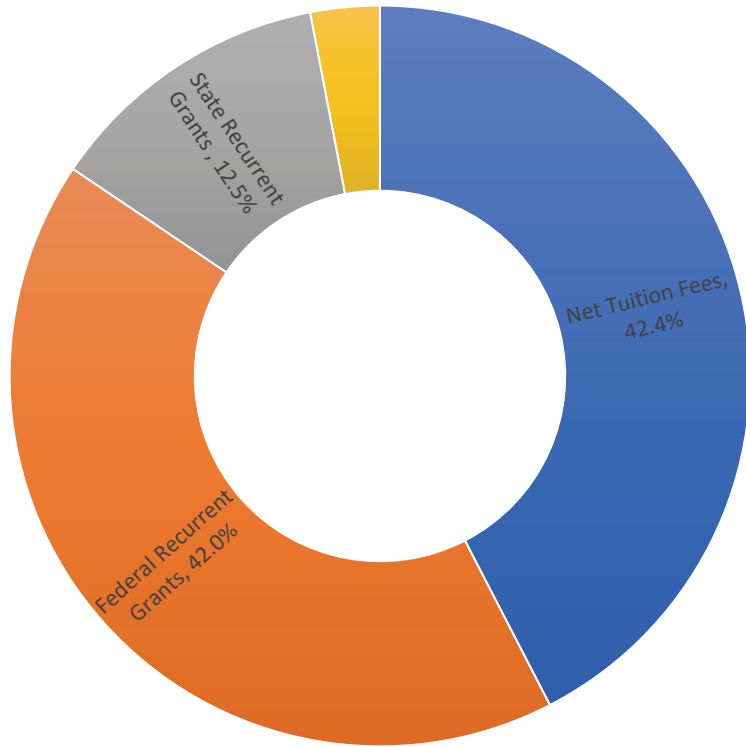
Our school has an 'open door policy' and parent involvement is welcomed and encouraged. Feedback is obtained in a variety of ways throughout the year:

1. Parent Surveys
2. PTF Meetings
3. Emails and Letters
3. Student Withdrawal Forms / Exit Interviews
4. Parent Meetings
 - a. Parent Teacher Online Interviews
 - b. Online Information Nights
 - c. Discussions with parents on informal occasions

Focused Surveys for 2022

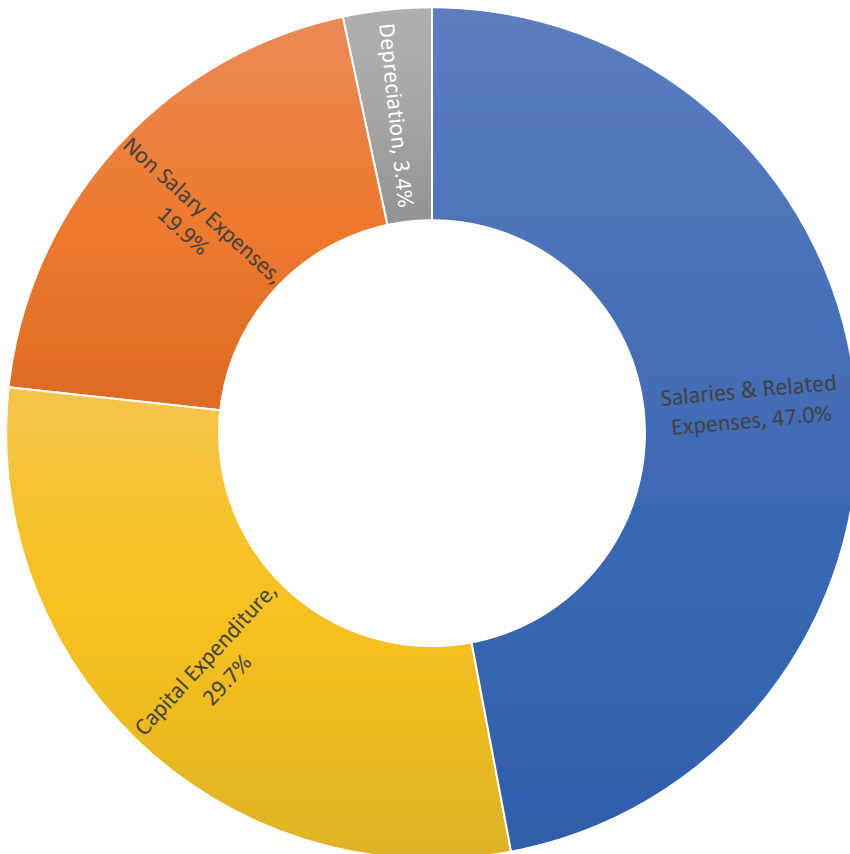
Student Perspective surveys of Teachers – Years 5 – 12
Weekly Pulse check-in with students
Perspectives Survey – Parents, Staff and Students
Senior School Student Leaders Nominations
5 – 12 Gallup Student Poll Survey
Year 10 GRAD Student Voice Survey
Senior School Captains Voting
Gallup Q12 Staff Engagement Survey
Year 12 Formal Awards Survey
Senior School Launch Day Feedback Survey
Year 8 and 9 students interest Survey for Homeroom Classes
SPCC Student Leadership Symposium Feedback
Academic Mentoring Survey
Senior School Staff Awards Survey
Middle School Student leadership voting
Year 5 Parents MacBook Survey
Middle School Students Toilet Survey
Year 7 Testing Day RSVP
Year 7 ADDvantage Elective survey

SPCC Newcastle Income by Source



■ Net Tuition Fees ■ Federal Recurrent Grants ■ State Recurrent Grants ■ Other Income

SPCC Newcastle Expenses by Type



■ Salaries & Related Expenses ■ Non Salary Expenses ■ Depreciation ■ Capital Expenditure

THEME 14 - Publication Requirements

This Annual Report will be made available on the NESAs online. It will also be uploaded to our school website and made available to parents upon request in hard copy form.

A notice will be displayed in our school newsletter to notify parents that it is available.

