



St. Philip's  
Christian College  
Waratah

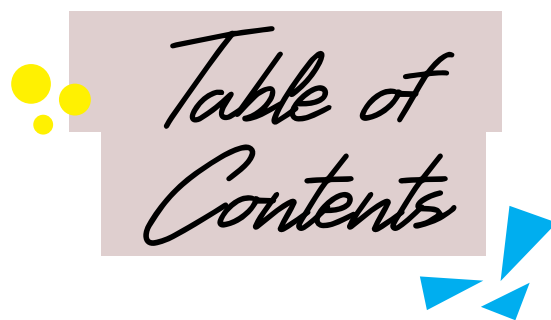
*Annual Report*

2017

[spcc.nsw.edu.au](http://spcc.nsw.edu.au)



For the Whole of Their Life.



# Table of Contents

***Theme 1***

A Message From The Key School Bodies

***Theme 2***

Contextual Information About The School And Characteristics Of The Student Body

***Theme 3***

Student Outcomes In Standardised National Literacy And Numeracy Testing

***Theme 4***

Senior Secondary Outcomes (Student Achievement)

***Theme 5***

Teacher Qualifications And Professional Thinking

***Theme 6***

Workforce Composition

***Theme 7***

Student Attendance And Retention Rates And  
Post-School Destinations In Secondary Schools

***Theme 8***

Enrolment Policies

***Theme 9***

Other School Policies

***Theme 10***

School Determined Priority Areas For Improvement

***Theme 11***

Initiatives Promoting Respect And Responsibility

***Theme 12***

Parent, Student, And Teacher Satisfaction

***Theme 13***

Summary Financial Information

***Theme 14***

Publication Requirements





## Theme 1

A Message From The Key School Bodies

### Principal's Report



2017, with the challenge of “Igniting Possibilities”, staff and students explored a range of untapped opportunities, thus igniting new experiences, new friendships, new learning and even new inventions! As I share with you some of these possibilities that have been ignited in 2017, you will be impressed by the creativity and unprecedented achievements of our students, and the commitment of our staff.

As a result of students and staff igniting possibilities this year, individuals, teams and the College achieved many 1sts. Engineering Students Win University

#### of Sydney Competition

Imagine creating a device that would enable a person living with a disability to have a better quality of life! Well that’s exactly what Brandon Love and Thomas Vidler did. They created a Mind-Controlled Prosthetic Hand, and, as a result of presenting their project at an event at The University of Sydney, Brandon and Thomas were invited to participate in the Enabled-by-Designathon competition, and joined a team of six other designers to create a device to assist autistic children at school.

After two intense days of innovating and problem solving, the judges awarded the Major Prize of \$10,000 to form a new



start-up business, a 16-week business accelerator course and \$20,000 for further development of their device to Brandon and Thomas's team.

### **“Saints” Secondary HRIS Division 1 Swimming Champions**

In 2017, a drought of 25 years was broken, as our HRIS Swimming Team won the HRIS Secondary Schools Division 1 Swimming Carnival. All members of the Secondary Swim Team ignited the possibility that they could win by entering every race they could to achieve success. This amazing win was the first time the “SAINTS” team has won the trophy since 1991!

### **Engineering students to attend Advanced Space Academy in USA**

Two Year 11 students, Thomas Vidler and Cornelius Paardekooper, each received a \$5000 grant from the Federal Government to assist them to attend the Advanced Space Academy in the USA in September, this year. The Advanced Space Academy course, involved everything from lessons in Russian language, to building and firing model rockets, swimming in a “zero gravity” water tank, as well as learning about NASA’s plans for Mars colonisation planned for the mid-2030’s. Their final simulation was a 3-hour long Mars mission. Cornelius stayed in mission control at a base on a Martian moon, and Thomas was a technician on Mars whose task was to and walk around the surface with ice-jackets underneath the space suits and start up life support and power for the base. Talk about igniting possibilities – the first man on Mars!!! (Well – almost!)  
1st place at Global Coding Competition

Being interested in coding, Year 8 students James Gresham and Angus Clayton, and his younger sister, Summer, ignited a possibility by entering the 2017 CSC Codes Competition. The challenge was to create an adventure game using the online coding tool, Scratch. They competed against 575 teams of 10-13 year olds from 13 countries around the world, and their project tied for 1st place in the global grand championship.

### **1st place at Sydney Eisteddfod**

In July this year, a group of Year 7 & 8 girls participated in the Sydney Eisteddfod, the largest eisteddfod in the southern hemisphere. 10 of the 18 students who were a part of the dance group performing at the eisteddfod, had not received dance training, or performed on stage before as a dancer.

Annual Report - 2016/17

The exciting news is that they won their section (Years 7-9) and were awarded 1st place, with 91/100. The adjudicator commented that it was a “powerful and effective performance with fabulous choreography which matched the music beautifully.” This is an exceptional result and we congratulate all the girls on their amazing success.

### **1st place at HRIS Secondary Athletics Carnival Champion School for Division 2 for 2017 in in HRIS Primary Athletics!**

This year, our Primary and Secondary Athletics teams won first place at their respective HRIS Carnivals! The Years 2 – 6 athletes demonstrated strength and determination to achieve a top 8 placing in almost every event. Many personal bests were achieved, which was a great reward for students who have trained extra hard for this event. The Secondary team were 330 points ahead

of the next team. Many students went above the call of duty by not only entering their own race, but also put up their hand to enter in older age groups, so that the school received extra points for participation. **SPCC wins the day at the Science and Engineering Challenge 2017**

A team of 32 Year 9 & 10 students ignited possibilities in the field of science and engineering by entering a Challenge that is a nationwide STEM\* outreach program presented by the University of Newcastle in partnership with community groups and sponsors.

SPCC won Day 4 of the Science and Engineering Challenge with 1154 points, 200 points ahead of the next closest team.

The Balsa Bridge category was won by the SPCC team, who built a bridge that weighed 65 grams, yet was able to take a weight of around 3 kgs.



**iSTEM students win Overall Competition Champions at the F1 in Schools STEM Challenge.**

Early in September, several teams competed in Hunter Region Finals of the Formula One in Schools STEM Challenge.

Team R2 (Cadet Class division) and Team Soda Chargers (Senior Professional Class division), were awarded competition honours. Team R2 was recognised as the Overall Winners of the Cadet Class division, while Team Soda Charges not only received the Overall Winners award of the Professional Class division, but were also recognised as Overall Champions of the entire Hunter Region Finals. From here they went to the State Finals, where Team R2 were placed 2nd and the Senior Professional Class team were successful in gaining selection into the Australian National Championships in Tasmania, in March next year.

**As well as many 1st places, we also had many 1st time events this year that have ignited amazing possibilities.**

**High Street Productions**

Mr Cooper, our Director of Performing Arts, is always looking to ignite possibilities in everything he does. At the end of 2016, after successful JS & MS productions, he was concerned that Junior and Middle School students did not have the opportunity to formally participate in musical and drama experiences within the College for another 2 years. So looking at this gap, he presented a proposal, which would see students being able to access further dramatic training here at the College. With this possibility ignited, he launched High Street Productions earlier this year, and over 150 students are now attending afternoon drama workshops.

Thank you Mr Cooper – and everyone who has been a part of this new initiative.

**And what about this 1st! Three of our Year 8 students have become 14 year old entrepreneurs with a dream for 3D Printing and a dream for fun.**

As a result of igniting a possibility, suggested by Mr Batterham, which enabled him to 3D print the MiB Neuralyzer to support his Book Week Costume as Men in Black, these students became fired up about 3D printing. They wanted to buy these for the MS, but at seeing how expensive they are, they realized that was an impossibility. So they researched and found for almost \$300 they could buy the parts and put it together for themselves. As a result of their success, not only are they now thinking of making and selling 3D printers, they have discovered that there are no 3D printer repairers in Newcastle, but because they now have learned how they work from scratch, they could ignite the possibility of starting a company to repair 3D printers in Newcastle.

As a result, Sam Fitzpatrick, Emerson White & Kincaid Ingram from Year 8 are planning on having a club where people can learn how to print their own 3D constructed objects. We believe this will be a good way to get the idea around and a good way to teach people the skill of 3D printing. We also plan to run a business in the real world in 3D Printing, and plan to become the first 3D Printer repairers in Newcastle. We owe many thanks to Mr Bonzo, Mr Batterham and all the year 9/10 boys who helped make this a dream a possibility. We will continue to 3D print, and we are looking forward to what the future will hold.”

**Mary Poppins**

This year the pinnacle of success was achieved with the Senior School production of Mary Poppins. Everyone was WOWed by every performance, and the possibility of having students flying through the air was ignited, taking our theatrical achievements to new heights!  
**CONDAS - Winners**

**New JS Building & Narnia  
Extension – walk through**

## Expressions of Gratitude

It has certainly been a year of igniting possibilities and I want to thank who has taken up this challenge to be part of our community of faith that lives thinking for life and creating for good by forming new friendships, enjoying new experiences and exploring new opportunities that not only make a difference to your own lives, but also to the lives of others.

I want to publicly thank the staff of our College for inspiring, challenging and believing in our students so that each of them always has a sense of hope and a way forward.

I honour: your willingness to go the extra mile, your love for our students and your passion to excel, which benefit our community immensely.

I would also gratefully acknowledge and honour the Executive Leadership Team, who are hard-working, committed, exemplary leaders, working tirelessly for the benefit of everyone in our community. I personally value each one of them. It is a privilege and blessing to work with such inspirational, passionate and dedicated people. Thank you to:

Mr Paul Wellham: Head of Junior School  
Mrs Alyce Van der Velde:  
Head of Middle School  
Mr Jamie Fahey: Head of Senior School  
Mrs Anne Anschau-Roach:  
Director of Studies  
Mrs Helen Lee: Director of  
Professional Practice & GATE  
Mrs Maree Baker: Operations Manager  
Mrs Debbie Kirchner: Business Manager  
Mr Robert Baker: Assistant Principal  
Mr Graeme Evans: Assistant Principal

I would also like to honour Mr Irwin – our Executive Principal, who continues to lead the St Philip's College Education Foundation, enthusiastically guiding and inspiring us to outwork the vision of the College across this region. He is a leader who demonstrates what's possible by igniting possibilities! Supporting Mr Irwin, is the College Board of Governors under the Chairmanship of Les Holland. To all our Board Members, your strong faith and heart for the College are a blessing to us all. We appreciate the many hours you give voluntarily to support the ongoing success of St Philip's Christian College.

In honouring people who have been great supporters of our College this year, I would like to thank the PTF and our PTF Executive under the leadership of President, Hilary Davies.

Also, thanks to our all of our volunteers who have given of their time to support us in classrooms, on excursions, in the canteen, the clothing shop, just to name a few. We are grateful for your contributions and assure you that it would not be the same without you.



# Announcement of College Captains

## Junior School

### Vice Captains

Charlotte Baker & Josiah Wilton

### Captains

Zara Wherrett & Akash Enjeti

## Middle School

### Vice Captains

Regan Garret & Jeremiah Young

### Captains

Joshua Levey & Carissa Herd

## Senior School

### 2018 Prefects

Ryan Bailey  
Maya Borthwick  
Bobby Carter

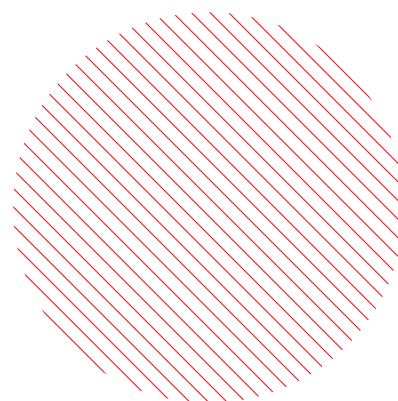
Victoria Catt  
Nathan Connett  
Cody Garmeister  
Erin Ginters  
Jack Hamilton  
Georgia Marler  
Harrison Old  
Simeon Price  
Leah Simmons  
Elise Simpson  
Isabella Smith  
Bethany Succar  
Caleb Wickens

### Vice Captains

Victoria Catt  
Bobby Carter

### Captains

Leah Simmons  
Jack Hamilton



# Executive Principal's Report

## 2017

marks 35 years since the founding of St Philip's Christian College at Waratah. It has been a remarkable process this year to take time to reflect on the journey of St Philip's Christian College from its modest beginnings in 1982 to what we see before us today. We are humbled by the ways in which God has used our College to impact the lives of so many students over the last 35 years, and our prayer is that we will continue to see children being raised to be all that God has called them to be throughout their time in the St Philip's community. Graduates from all the St Philip's schools since our first Year 12 class at Waratah in 1989, would now be in excess of 5000.

With all of this in mind we believe that God has directed the Foundation Office to follow the theme of 'Intergrity' in 2017. Every year each school chooses a school-specific theme to guide their thinking and guide our students towards noble pursuits and growth in character. This year our Newcastle School has chosen the theme of 'Igniting Possibilities', Port Stephens 'Service', Gosford 'Integrity', Cessnock 'To infinity and beyond' and DALE 'Honour'.

In 2017 we have seen increased enrolments at most of our schools and the establishment of Narnia Port Stephens. We have maintained an annual growth of 3.4% across the organisation and began 2017 with an enrolment of 3800 students. Our Foundation Office began the year in

their new space in the upstairs area of the main administration building at Newcastle. This year we have welcomed Hannah Moriarty as Administration Assistant and Chris Britten who is taking on the transition to centralised payroll. This year we also embarked on our first Foundation Retreat which was a significant time of developing a strong sense of team for the Foundation.

In February, I was invited by Manna Ministries to attend the celebration of Carl Komanapalli's 40th year as a leader and pastor in the ministry. 40 years of serving the poor and seeing God's work prosper in India is a wonderful thing to celebrate and I thoroughly enjoyed my time attending this event.

Narnia Port Stephens

opened this year to great success, the centre opened at 67% enrolment and within 6-months had increased this to 93.75%. The school community has welcomed and embraced the new centre and in particular the transition to school program which has seen the 4-year-old children engaging in activities on the school grounds in preparation for Kindergarten.

Master Plans for each of our schools were completed with the help of our architects, SHAC, and have been a wonderful tool in the future planning of our schools.

We continue to oversee a robust building development plan in 2017. This year we have six projects which are underway across our group of schools. Our Gosford

school is demolishing an existing portion of the Junior School to construct a new two-storey Junior School building. The Early Learning and Junior School at Newcastle will be provided with a brand-new state-of-the-art building for our early years students. The sports centre at Cessnock will be multi purpose to enable the school to use the building for a variety of sports activities, fitness programs, school assemblies, chapels and musicals. Port Stephens has two building development programs currently underway. A new woodwork room, electro lab and food tech/hospitality within existing school buildings to enable the demolition of the existing TTC building for the upcoming development of the new state-of-the-art Senior School building

Another big achievement this year was the completion and launch of our new website with the help of NEWISM. With over 700 pages of content this project was no mean feat, however we believe the end product is a true reflection of the excellence and nurture which you will find within the St Philip's community.

In November, we decided to engage an external organisation to undertake a comprehensive online stakeholder engagement survey. We are a rapidly expanding organisation and face-to-face instantaneous feedback is not as readily available to us now as it was in years past. In consideration of our future and the areas within our organisation which require our focus, the Board and the Executive realised that it was the feedback

from within our school community which would be the most helpful in creating an accurate and effective improvement plan for our organisation.

McCrindle is regarded as one of Australia's leading research agencies and we have enjoyed working with them on this project. 1437 members of our community generously gave of their time, the results of which will help to inform the strategic plan for the future of our organisation.

Thank you for your support as we seek to provide well for our school communities now and into the future.

**PRAISE THE LORD;  
PRAISE GOD OUR SAVIOUR!  
FOR EACH DAY HE  
CARRIES US IN HIS ARMS**

**PSALM 68:19 NLT**

Praise the Lord; praise God our Saviour! For each day he carries us in his arms!' Psalm 68:19 NLT

*Every blessing,  
Graeme Irwin  
Executive Principal*





# Chairman's Report



Dear Friends,



Another year has passed and once again it is my pleasure to present a report to the Foundation.

Our Core Values, Mission and Vision continue to be the catalysts that uphold this organisation. In a world where many people are seemingly at odds with the truth of the Bible, it is vital that we maintain our Christian influence and witness to the power of our awesome God. This of course, requires commitment to the cause, where every one of the St Philip's community maintains a personal faith in Jesus Christ and lives with purpose, integrity and joy.

I express my sincere thanks to our Executive Principal, Graeme Irwin, for his unswerving dedication and servant leadership of St Philip's. Thank you to the Principals and all staff of the schools and early learning centres, uniform shops management and staff, PTF President and members and to the Board of Governors. You each make a significant difference in the lives of our students and communities.

This year we have had the privilege of welcoming two new members to our Board of Governors, Prof John Attia and Mr Ben Picton. John Attia is Professor of Medicine and Clinical Epidemiology at the University of Newcastle and has expertise in population, clinical, molecular and genetic epidemiology. John is also a parent of the school and is dedicated to the vision of the College. Ben is a former student of our Waratah School; Ben's story reflects the outcome of what we desire for every

student in our College. It was through the nurture in the Christian Faith showed to Ben in his time at the College which, later in life, led him to a relationship with Christ. Ben is a Senior Associate - Global Financial Markets with Rabobank. It has been a pleasure to welcome these two new members to our board.

We also farewelled Ross Bingham from our board this year. Ross joined our Board of Governors at the beginning of 1998 and faithfully served for 20 years. We owe him a debt of gratitude and we pray God's blessing over him in his future endeavours. The future will be challenging and exciting. When educators work together in providing quality education in a Christian framework, the outcomes are enhanced, enabling students to reach their full potential.

The Board of Governors is committed to maintaining diligent governance and effective delivery of the Strategic Plan for the St Philip's group of schools and to oversee the operations of the Foundation with purpose, underpinned by prayer.

*Grace and peace,  
Les Holland  
Chairman, Board of Governors, SPCEF*

# Theme 2

## Contextual Information About The School And Characteristics Of The Student Body



Philip's Christian College, Waratah, a

co-educational K-12 independent school, established in 1982 with 25 students, currently has a student population of 1298. 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

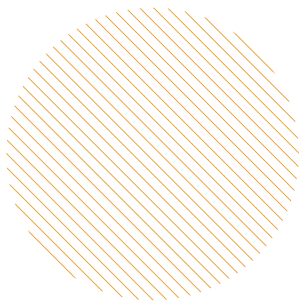
to provide opportunities for intellectual, social, cultural, moral, spiritual and physical development which will stand our students in good stead for the whole of their life. At SPCC, we are intent on encouraging our students to seek and to question, so that their Christian faith becomes real and personal.

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, 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. Extra-curricular activities include sport, gala days, musicals, choral groups and choirs, concert and jazz bands, private music instruction, drama performances, academic competitions, inter-school



debating, camps and mission trips. In 2017, the College launched a new Performing Arts opportunity with the establishment of “High Street Productions”, an after-school program providing tuition in drama, dance and musical theatre. This new initiative has been consolidated in 2018 with over 200 students enthusiastically enrolling in the program. Another new initiative in 2018 is the establishment of The Centre for Innovation. To support its creation, 2 people have been appointed to the position of Director of Innovative Curriculum.

They will work in collaboration with our Executive Director of Learning and Professional Practice and many other staff members across the College to explore and provide new pathways of learning for our students. Adjacent to the College is our Narnia Christian Preschool and Early Childhood Centre (0-5 years), which offers a dynamic and creative

environment tailored to meet the needs of every child and 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, we have introduced ‘The SPCC Whole of Life Framework’, which empowers students to become independent, motivated, confident and resilient learners. We have continued to expand

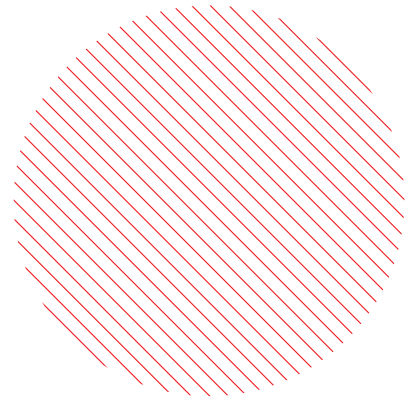
Project Based Learning in 2018, which reinforces our cultural distinctives by empowering students to engage in the learning process through discovery, curiosity, creativity and self-motivation, while taking responsibility for their own learning. PBL provides a framework for students to see the relevance of their learning to real life situations, while increasing their communication, collaboration and critical thinking skills.

As a result of the research involved in measuring the



impact of PBL on students' learning, a research unit has been established in the College, enabling staff to stay up to date with current practice and effectively engage in best practice in this field. The College theme for 2018, is "Sharpening Our Focus", the aim of such being to challenge students to fine-tune what they are doing so they achieve better

outcomes. This does not necessarily mean doing more, but doing better.





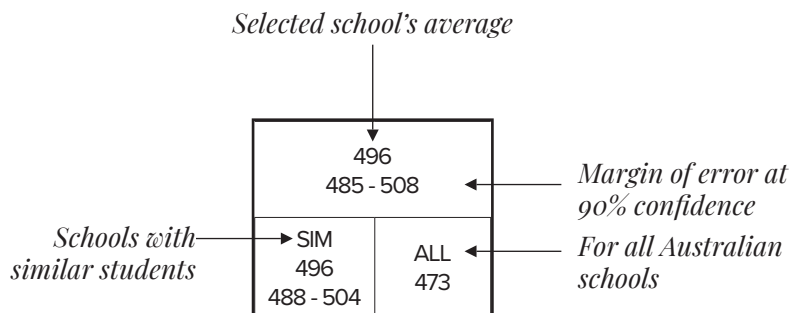
# Theme 3

## Student Outcomes In Standardised National Literacy An Numeracy Testing

	Reading		Writing		Spelling		Grammar and Punctuation		Numeracy	
Year 3	464 450 - 478		453 440 - 466		446 433 - 459		480 465 - 496		448 435 - 462	
	SIM 468 458 - 477	ALL 431	SIM 440 432 - 448	ALL 414	SIM 446 437 - 454	ALL 416	SIM 477 467 - 487	ALL 439	SIM 439 431 - 447	ALL 409
Year 5	521 509 - 533		496 485 - 508		508 497 - 519		505 492 - 518		498 487 - 509	
	SIM 537 528 - 546	ALL 545	SIM 496 488 - 504	ALL 473	SIM 523 515 - 530	ALL 501	SIM 532 523 - 541	ALL 499	SIM 521 513 - 529	ALL 494
Year 7	578 568 - 589		550 568 - 589		579 568 - 590		579 567 - 591		583 572 - 594	
	SIM 579 572 - 586	ALL 545	SIM 545 537 - 554	ALL 513	SIM 576 568 - 584	ALL 550	SIM 578 569 - 587	ALL 542	SIM 593 586 - 601	ALL 554
Year 9	625 615 - 635		600 586 - 613		607 596 - 618		614 602 - 626		633 623 - 642	
	SIM 617 610 - 624	ALL 581	SIM 597 588 - 607	ALL 552	SIM 615 607 - 622	ALL 581	SIM 611 602 - 619	ALL 574	SIM 634 626 - 641	ALL 592

### How to interpret this chart

- Substantially above
- Above
- Close to
- Below
- Substantially below



More in-depth information can be found at

[www.myschool.edu.au/school/43931](http://www.myschool.edu.au/school/43931) or, you can scan this

QR code to view the NAPLAN results.



# Theme 4

Senior Secondary Outcomes



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 50% of senior students follow an academic program of study with the aim of entering University. Of this 50% approximately 30% meet the needs of University entrance through the ATAR. At St. Philip's Christian College approximately 72% 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 a HSC:

**Option A:** Academic You select a pattern of study which is academic and which is designed to lead you to further studies at University. Qualifying for an ATAR is vital.

**Option B:** Academic / Vocational You select a pattern of study which is academic and which is designed to lead you to further studies at University. Qualifying for an ATAR is vital. However, you may include a TAFE course in Year 11, and a

Framework Course in Years 11 & 12 which can be counted towards the ATAR.

**Option C:** Vocational You select a pattern of study that is more concerned with future training at TAFE or with securing employment in the near future. You might select a mixture of traditional subjects and VET Courses. This provides you with TAFE credentials, which will be useful in attaining employment.

**Option D:** Individual Transition Program (ITP) / Vocational You select a pattern of study more concerned with immediate employment or a combination of employment and TAFE studies. Life Skills courses are also available for students with particular learning needs.







# Subjects Offered

## English

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

## Mathematics

Mathematics  
General Mathematics  
Mathematics Extension I  
Mathematics Extension II

## Science

Biology  
Chemistry  
Physics

## Human Society and Its Environment

Ancient History  
Business Studies  
Geography  
Legal Studies  
Modern History  
Studies of Religion I  
Studies of Religion II

## Technological And Applied Studies

Design & Technology  
Engineering Studies  
Software, Design & Development

## Creative Arts

Drama  
Music 1  
Visual Arts

## Personal Development, Health And Physical Education

Community And Family Studies  
Personal Development, Health  
And Physical Education

## Vocational Education & Training Courses

Hospitality  
Entertainment  
Construction  
Screen and Media  
Outdoor Recreation (Non-ATAR)  
Work Studies (Non-ATAR)



# Merit List 2017

## All Rounders

Mia Fowler

Olivia Hardy

## Distinguished Achievers

Joshua An	Biology, English (Standard)
Mae Anagnostis	Design and Technology
Mikalia Anagnostis	Biology, English (Advanced), Mathematics General 2, Music 1, Studies of Religion I
David Angelozzi	English (Advanced)
Mary Antonuccio	Biology, English (Advanced), English Extension 1, Modern History, Visual Arts
Jade Arnold	Biology, English (Advanced), Mathematics, Mathematics Extension 1, Personal Development, Health and Physical Education
Samuel Bartlett	Entertainment Industry Examination
Phoebe Bayliss	Music 1, Entertainment Industry Examination
James Connett	Music 1, Entertainment Industry Examination
Nathan Connett	Music 1
Laura Davies	Biology, English (Advanced), English Extension 1, Mathematics
Mia Fowler	Ancient History, Biology, English (Advanced) English Extension 1, Legal Studies, Mathematics General 2
Olivia Gorton	English (Advanced), English Extension 1, English Extension 2, Mathematics, Software Design and Development
Scarlett Hardy	Biology, Personal Development, Health and Physical Education
Verity Hawes	English (Advanced)
Phoebe Hollott	Biology
Claire Locker	Biology
Jess Maxwell	English (Advanced)
Tristan Oswald	Software Design and Development
Paris Perry	Visual Arts
William Peters	Design and Technology, English (Advanced), Mathematics, Personal Development, Health and Physical Education
Hamish Pickering	English (Advanced), English Extension 1, Music 1, Entertainment Industry Examination

Jack Roberts	Entertainment Industry Examination
Abbey Stephenson	English (Advanced), English Extension 1, Studies of Religion I
Astrid Streeter -Smith	Ancient History, Biology, English (Advanced), English Extension 1
Lachlan Taylor	English (Advanced), English Extension 1, English Extension 2
Neve Torok	Dance
David Wark	English (Advanced)
Caitlin Weld	Music 1
Bryn Wilson-Kellaway	Music 1
Nicholas Wright	Entertainment Industry Examination



# 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 formal Record of School Achievement credential was awarded by the BOSTES to 3 students. In 2017, 117 students sat for the NSW Higher School Certificate in 32 courses. In total, 99% of candidates across all courses achieved marks of 50 or more (Band 2 or higher) with 46% of these placed in Bands 5 and 6 (80-100 marks). Of the 44 candidates who sat for a one unit extension course 95% achieved 25 marks or more out of 50 with 93% 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.

Course	No. of Students
Construction	15
Entertainment	11
Hospitality	23
Outdoor Recreation	27
Work Studies	10
TAFE	21
Private Provider	7

**79%** Percentage of Year 12 students undertaking VET/TVET Courses

**38%** Percentage of Year 12 subjects that are VET/TVET Courses

**97%** Percentage of Year 12 students attaining the HSC or VET qualification

	Total Students In Course	School %		State Comparison %		School %		State Comparison %	
		Band 3-6	Band 3-6	Band 3-6	Band 3-6	Band 1-2	Band 1-2	Band 1-2	Band 1-2
Ancient History	2017	14	92.83	80.46	7.14	19.5			
	2016	3	100	57.97	0	42			
	2015	8	100	82.95	0	17.38			
	2014	13	84.59	82.95	15.38	17.01			
	2013	5	100	83.21	0	16.75			
Biology	2017	30	93.31	87.43	6.66	12.53			
	2016	21	90.45	89.8	9.52	10.17			
	2015	34	97.4	83.77	2.94	16.19			
	2014	39	89.73	85.55	10.25	14.42			
	2013	28	89.27	91.34	10.71	8.62			
Business Studies	2017	21	85.7	85.97	14.28	14			
	2016	23	86.94	86.09	13.04	13.88			
	2015	14	85.7	87.48	14.28	12.49			
	2014	24	95.82	87.58	4.16	12.4			
	2013	10	90	87.74	10	12.23			
Chemistry	2017	14	100	90.36	0	9.61			
	2016	8	87.5	93.92	12.5	6.05			
	2015	10	100	93.16	0	6.79			
	2014	11	90.9	91.51	9.09	8.47			
	2013	10	100	91.75	0	8.22			
Community & Family Studies	2017	19	94.73	86.7	5.26	13.26			
	2016	22	90.89	84.68	9.09	15.28			
	2015	19	91.72	85.44	5.26	14.52			
	2014	22	100	90.6	0	9.37			
	2013	17	99.97	88.53	0	11.44			
Design & Technology	2017	8	100	94.41	0	5.56			
	2016	8	100	95.06	0	4.9			
	2015	0	0	0	0	0			
	2014	16	100	94.96	0	5			
	2013	9	99.99	96.68	0	3.29			



	Total Students In Course	School % Band 3-6	State Comparison % Band 3-6	School % Band 1-2	State Comparison % Band 1-2	
French Beginners	2017	0	0	0	0	
	2016	0	0	0	0	
	2015	11	100	86.9	0	13.06
	2014	0	0	0	0	0
	2013	5	100	90.2	0	9.75
Standard English	2017	52	96.15	85.74	3.84	14.24
	2016	35	91.42	86.77	8.57	13.21
	2015	27	85.17	84.16	14.81	15.8
	2014	37	83.77	85.17	16.21	14.8
	2013	23	95.63	78.54	4.34	21.43
Advanced English	2017	44	100	98.46	0	1.5
	2016	38	100	98.81	0	1.15
	2015	58	100	99.03	0	0.95
	2014	60	100	99.06	0	1.63
	2013	50	100	98.34	0	1.62
English as a Second Language	2017	2	50	81.78	50	18.19
	2016	1	100	83.51	0	13.93
	2015	0	0	0	0	0
	2014	0	0	0	0	0
	2013	3	99.99	83.36	0	16.6
English Extension I	2017	18	100	99.07	0	0.91
	2016	9	100	99.62	0	0.36
	2015	14	92.85	99.65	7.14	0.33
	2014	8	100	99.45	0	0.52
	2013	5	100	88.34	0	11.63
English Extension II	2017	9	100	99.33	0	0.64
	2016	3	100	99.24	0	0.73
	2015	7	100	99.56	0	0.42
	2014	5	100	98.13	0	1.85
	2013	2	100	77.89	0	22.07



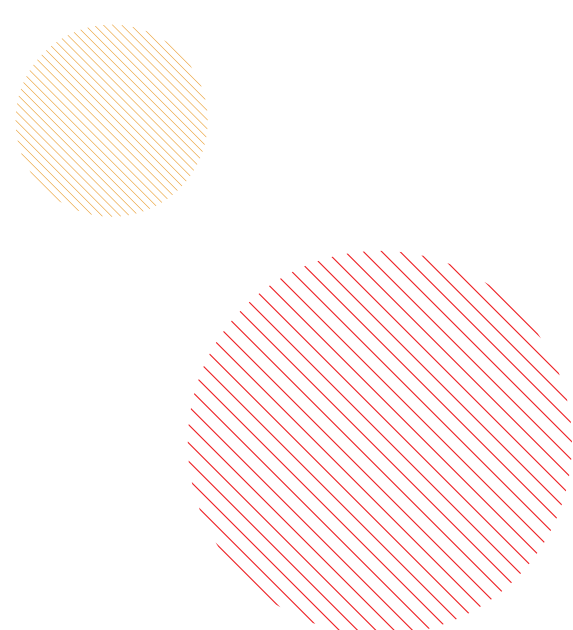


		Total Students In Course	School % Band 3-6	State Comparison % Band 3-6	School % Band 1-2	State Comparison % Band 1-2
Engineering Studies	2017	15	93.32	88.85	6.66	11.11
	2016	11	100	94.42	0	5.55
	2015	6	100	93.29	0	6.69
	2014	8	100	89.47	0	10.5
	2013	10	100	92.29	0	7.67
Drama	2017	9	100	97.78	0	2.2
	2016	7	100	97.8	0	2.16
	2015	6	100	97.94	0	2.02
	2014	7	100	98.39	0	1.58
	2013	3	100	97.73	0	2.25
Legal Studies	2017	13	100	90.4	0	9.57
	2016	8	100	87.96	0	12.02
	2015	11	100	88.89	0	11.08
	2014	15	100	83.55	0	16.42
	2013	13	99.98	88.14	0	11.82
General Mathematics	2017	45	79.98	73.83	19.99	26.14
	2016	45	71.09	74.92	28.88	25.04
	2015	59	83.03	74.19	16.93	25.77
	2014	61	85.23	74.95	14.74	25.01
	2013	60	91.65	75.11	8.33	24.85
Mathematics	2017	45	88.87	90.56	11.1	9.4
	2016	22	86.35	91.92	13.63	8.05
	2015	24	95.82	90.5	4.16	9.47
	2014	35	91.42	91.3	8.56	8.66
	2013	20	100	92.26	0	7.71
Maths Extension I	2017	15	93.32	97.05	6.66	2.92
	2016	13	92.29	96.99	7.69	2.98
	2015	8	100	98.03	0	1.94
	2014	13	100	97.83	0	2.15
	2013	12	91.66	83.54	8.33	16.44

	Year	Total Students In Course	School % Band 3-6	State Comparison % Band 3-6	School % Band 1-2	State Comparison % Band 1-2
Maths Extension II	2017	2	100	97.48	0	2.5
	2016	4	100	97.87	0	2.11
	2015	2	100	98.33	0	1.63
	2014	1	100	98.56	0	1.41
	2013	3	33.33	87.17	66.66	12.81
Geography	2017	7	100	88.29	0	11.67
	2016	9	100	89.15	0	10.81
	2015	12	91.66	86.7	8.33	13.27
	2014	18	94.43	84.34	5.55	15.63
	2013	4	100	83.39	0	16.59
Modern History	2017	15	100	85.59	0	14.37
	2016	9	100	86.41	0	13.55
	2015	6	100	89.38	0	10.58
	2014	9	100	89.31	0	10.65
	2013	10	100	90.52	0	9.45
Music 1	2017	11	100	97.95	0	2
	2016	8	100	97.83	0	2.13
	2015	12	100	97.47	0	2.49
	2014	7	100	96.95	0	3.02
	2013	12	99.99	97.47	0	2.48
PD/H/PE	2017	17	82.33	80.51	17.64	19.46
	2016	22	77.26	82.61	22.72	17.35
	2015	24	91.66	91.4	8.33	9.56
	2014	19	100	88.27	0	11.69
	2013	18	94.43	82.38	5.55	17.59
Physics	2017	26	80.75	88.01	19.22	11.95
	2016	18	83.32	87.92	16.66	12.04
	2015					
	2014	22	100	90.6	0	9.37
	2013	17	70.57	88.88	29.41	11.16

	Year	Total Students In Course	School % Band 3-6	State Comparison % Band 3-6	School % Band 1-2	State Comparison % Band 1-2
Software Design & Development	2017	4	100	87.59	0	12.38
	2016	0	0	0	0	0
	2015	5	100	88.4	0	11.56
	2014	4	100	90.3	0	9.65
Studies of Religion I	2017	14	100	95.37	0	4.6
	2016	14	100	94.58	0	5.38
	2015	21	100	95.34	0	4.62
	2014	10	100	93.82	0	6.14
	2013	16	81.25	93.79	18.75	6.17
Studies of Religion II	2017	22	100	92.3	0	7.67
	2016	14	92.84	90.1	7.14	9.87
	2015	17	88.22	89.24	11.76	10.73
	2014	20	95	90.36	5	9.6
	2013	18	99.98	90.39	0	9.58
Visual Arts	2017	18	100	98.65	0	1.32
	2016	9	100	97.69	0	2.28
	2015	15	100	97.96	0	2.01
	2014	19	100	97.07	0	2.9
	2013	12	99.99	98.18	0	1.79
Construction	2017	12	100	64.47	0	35.5
	2016	5	100	65.46	0	34.5
	2015	3	100	62.72	0	37.18
	2014	5	100	68.73	0	31.24
	2013	10	100	64.52	0	35.45
Hospitality Operations	2017	16	93.75	79.02	6.25	20.95
	2016	9	100	79.14	0	20.84
	2015	7	100	85.48	0	14.49
	2014	7	100	82.94	0	17.02
	2013	8	100	82.97	0	16.99

Entertainment Industry	Total Students In Course	School % Band 3-6	State Comparison % Band 3-6	School % Band 1-2	State Comparison % Band 1-2
	11	100	80.56	0	19.41
	6	100	79.76	0	20.19
	10	100	87.78	0	12.2
	10	90	85.58	10	14.39
	8	100	79.93	0	20.04

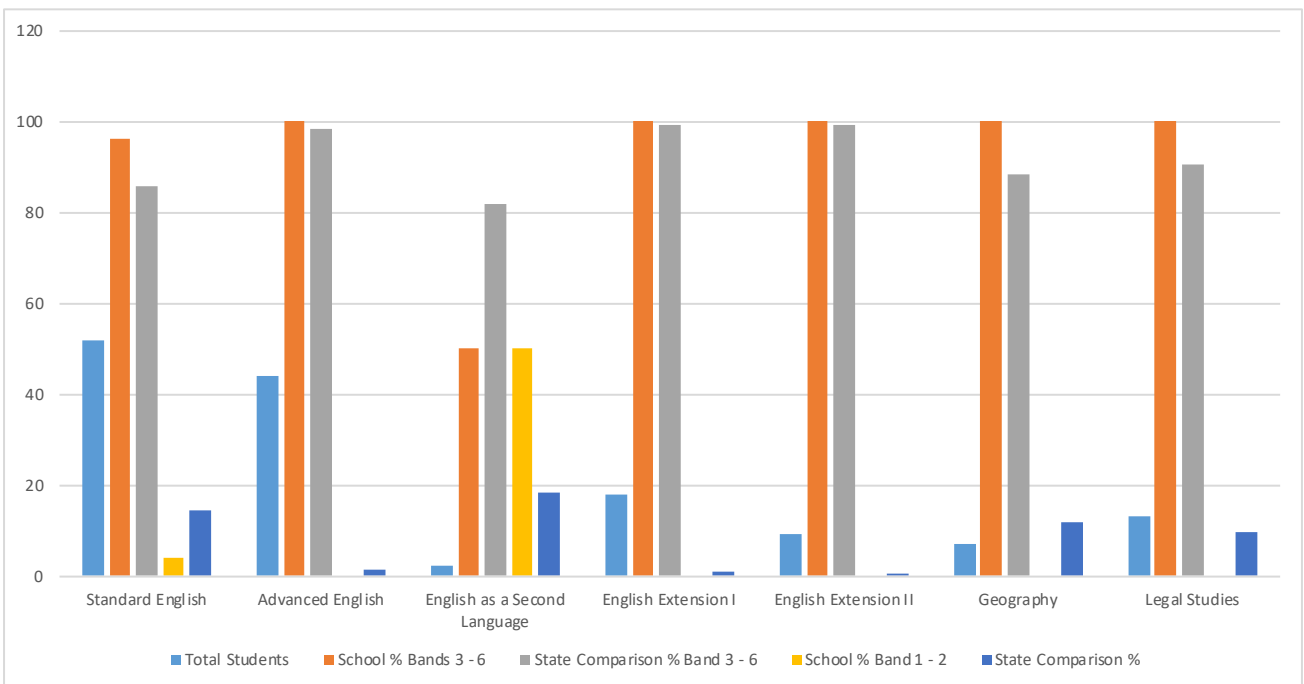
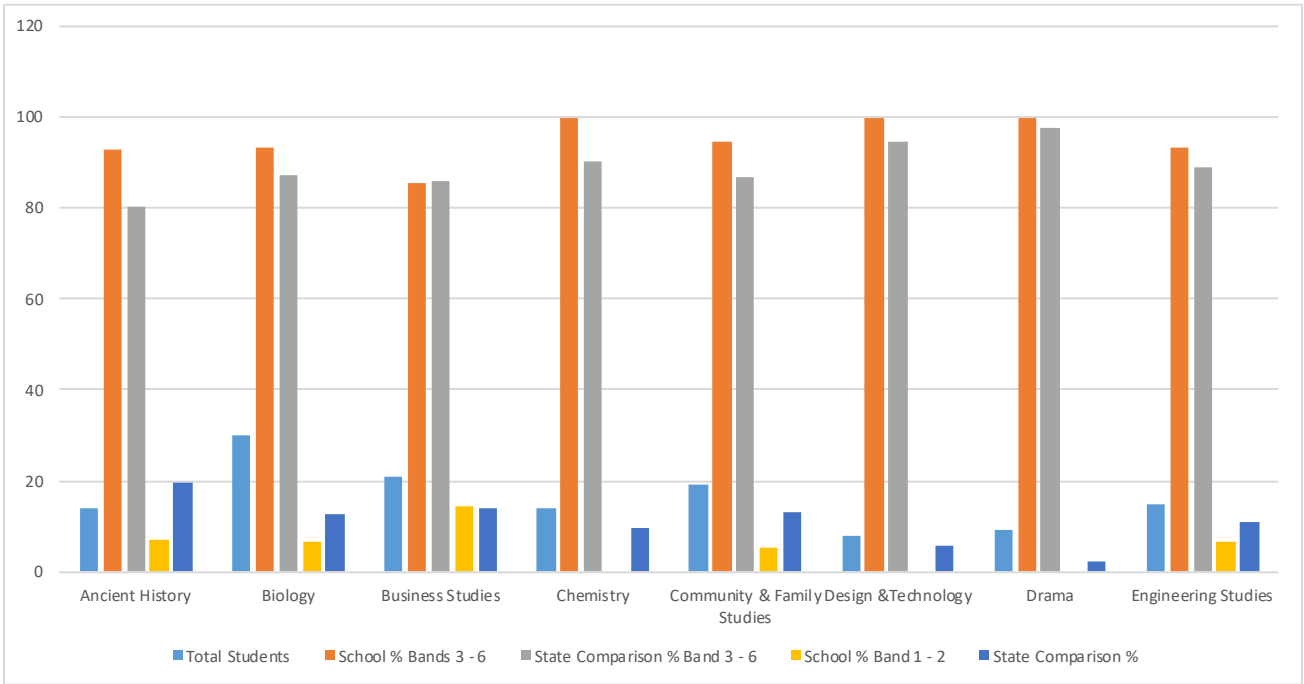


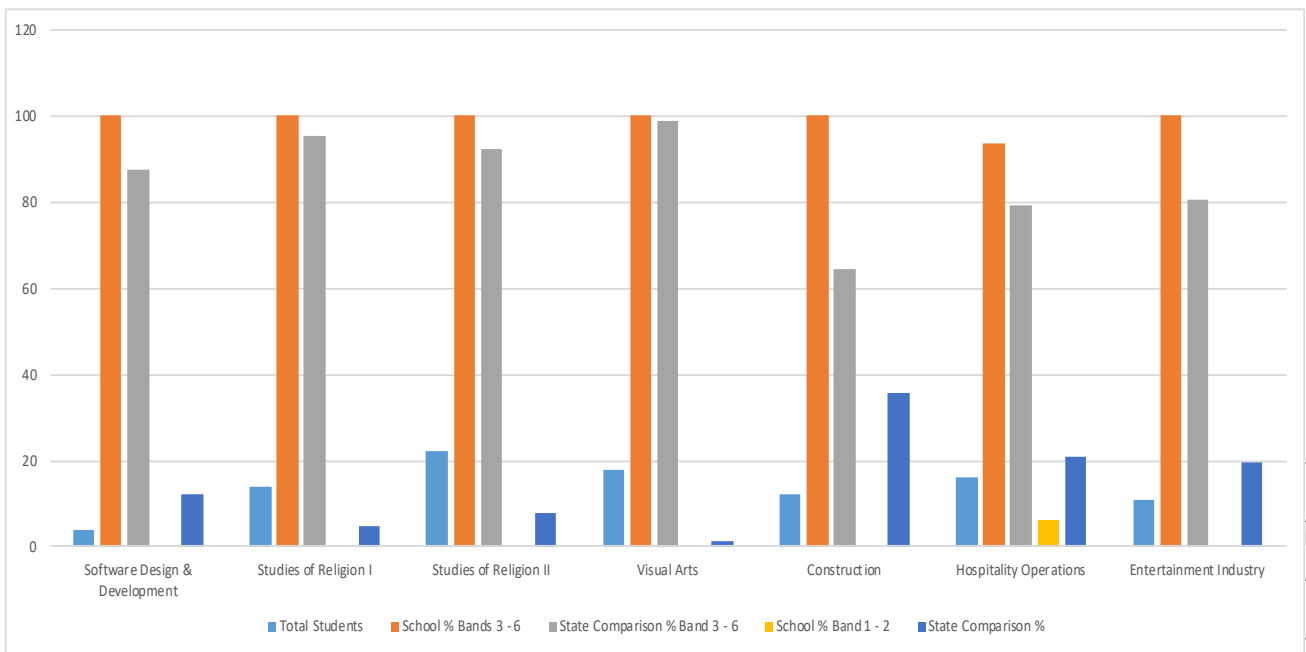
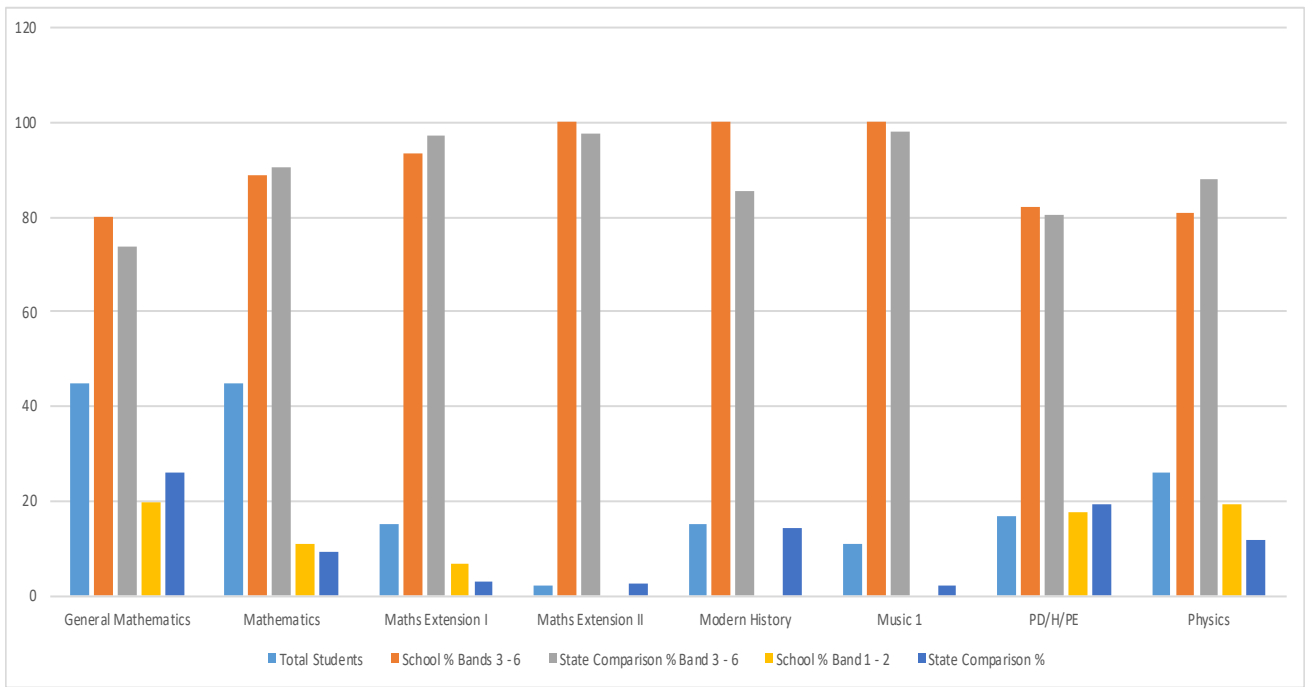






# High School Certificate Results 2017



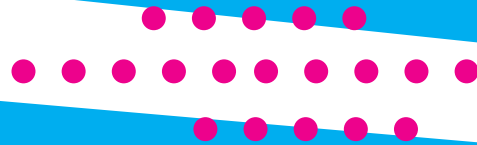


*HSC  
Success*

**1<sup>ST</sup>**  
**IN THE HUNTER REGION  
FOR ENGLISH  
(ADVANCED, EXTENSION 1 & 2)**



**24<sup>TH</sup>**  
**IN THE STATE  
FOR ENGLISH**



**113<sup>TH</sup>**  
**IN THE STATE  
OVERALL**



Philips Chrisitan College Waratah was placed 113th in the state overall (an improvement of 40 places) and 4th in the Hunter Region, our English result surpasses all other Hunter Region schools' results, both public and independent.

2 of our students, Mia Fowler and Olivia Hardy were All-Rounders (Band 6 achievement for all subjects), and students gained 80 Distinguished Achiever listings. This was equal to the independent school ranked 2nd and one-third higher than the independent school ranked 3rd.



# Theme 5

Teacher Qualifications And Professional Thinking

## Professional Learning Framework (PLF)

The PLF was used throughout 2017 as a framework to assist teachers to pursue their own professional learning via a series of activities such as goal setting, learning walks, student surveys etc. Each term, an afternoon was dedicated to conversations about the PLF activities. In Term 4, staff were appraised by their PLF Leader and also met with the Principal to discuss aspects of their professional learning throughout 2017.

## Professional Learning for All Staff

Professional Learning continued to occur on most Tuesday afternoons throughout 2017 and included the following topics and activities. These sessions were led by Guest Speakers, Faculty Heads, Team Leaders, the Principal and Sub School Heads.

## Student profiles

- IT Electives re OneDrive and OneNote
- School Improvement Plan
- Use of Work Samples
- Guest Speaker: Greg Powell Staff Well-Being Seminar
- Program discussion re: annotations, changes made etc.
- PLF: Goals meeting
- Using OneNote to create a Professional Learning Portfolio
- PBL research report and discussion time re Collaboration
- NCCD
- Thinking Culture
- PBL Meeting
- Education Perfect English Faculty
- Strengths Finder
- PBL Badging Course
- Maths Faculty Syllabus familiarisation
- Exploring New Assessment/New Syllabus
- JS PBL Workshop/Training
- Guest Speaker Susan Barrie New Assessment
- English and other syllabus familiarisation
- AIS PD with Sue Pike “Demystifying the English Syllabus”

- Sharing External PD: Feedback and Impact
- 7-12 English Teachers NAPLAN with Jess Fedder
- Guest Speaker - Kathryn Thorburn: Synthetic Phonics
- Spiral of Enquiry and PLCs 2018 Introduction
- Teach Meet

## Individual External Professional Development

New procedures and guidelines were developed for staff to access External PD. These procedures have centralised data which allows for:

- greater clarity about the scope of PD experiences,
- tracking of expenditure,
- understanding how valuable and worthwhile different PD has been for staff (via the evaluation procedures) the ability to analyse the PD for individuals, teams , faculties and sub-schools



# BUILD COMMUNITY

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## TAKING RESPONSIBILITY

For we are each responsible for our own conduct." Galatians 6:5



Participating Sub-School	Activity	Date/s
Across	NTN Train the Trainer	30/03/17- 31/03/17
Across	Sports Law Conference	16/5/17
Across	Sports Law Conference	16/5/17
Across	Gifted Network Day	27/03/17
Across	World Council for Gifted Ed, Biennial World Conference	20/07/17 - 23/07/17
Across	Using and Interpreting Data in Schools	14/8/17
Across	Christian Schools TL Conference	8/5/2017
Across	Cert IV in Chaplaincy and Pastoral Care	30/3/17 - 1/4/17
Across	NTN Train the Trainer	30/03/17 - 31/03/17
Across	Christian Schools TL Conference	8/5/2017
Across	RDA STEM Conference	15/5/17
ELT	GCI 2 day Seminar	27/11/17 & 08/12/17
ELT	Bridging the Research to Practice Gap	20/10/2017
Junior School	CCD Reading and Spelling Workshop	27/09/17 - 28/09/17
Junior School	Bridging the Research to Practice Gap Sydney	20/10/17
Junior School	HRIS STEM Day	22/03/17
Junior School	AIS Research Symposium	20/10/17
Junior School	Pirozzo STEM Thinking in the Classroom	26/6/17
Junior School	Sue Larkey	31/03/17
Junior School	HRIS STEM Day	22/03/17
Junior School	Sue Larkey Autism in-service	31/03/17
Junior School	Meeting of the Minds - Australian PBL Network of Schools	9/11/17
Junior School	Jolly Phonics	2/3/17
Junior School	Jolly Phonics	2/3/17
Junior School	Sue Larkey	31/03/17
Junior School	Sue Larkey Autism in-service	31/03/17
Junior School	Meeting of the Minds - Australian PBL Network of Schools	9/11/17
Junior School	CCD Reading and Spelling Workshop	27/9/17 - 28/9/17
Junior School	7 Steps to Writing	26/5/17

Middle School	Understanding ASD Practical Strategies Course	23/5/17 - 24/5/17
Middle School	ETA Early Teacher Day	13/5/17
Middle School	Geography Skills PD	3/4/17
Middle School	ETA Early Teacher Day	13/5/17
Middle School/Senior School	STEM Day Pirozzo	2/2/17
Middle School/Senior School	Maths Familiarisation Day	24/08/17
Middle School/Senior School	AIS Languages Conference	12/10/17 - 13/10/17
Senior School	Adobe Illustrator - Online Module	24/7/17 - 9/10/17
Senior School	Cloud-Based 3D CAD Software	3/22/17
Senior School	Sprout 3D Printer Training	5/6/17
Senior School	Star Lab and Python Programming	15/05/17
Senior School	STEM Education Conference	26-27/7/17
Senior School	Adobe Illustrator Online	10/8/17
Senior School	The Teacher Wellbeing Toolkit	10/8/17
Senior School	STage 6 Familiarisation	10/8/17
Senior School	HRIS History Programming Day	10/8/17
Senior School	HRIS History Programming Day	19/10/17
Senior School	Mark Church Day June	6/1/17
Senior School	Geography Skills PD	3/4/17
Senior School	Mark Church Day August 30	30/08/17
Senior School	AIS Syllabus Familiarisation Day	10/5/17
Senior School	HRIS PD English	9/6/17
Senior School	Mark Church Day August 30	30/08/17
Senior School	VET in Schools Forum	20/6/17
Senior School	Sprout 3D Printer Training	5/6/17
Senior School	Star Lab and Python Programming	15/05/17
Senior School	STEM Education Conference	26-27/7/17
Senior School	STEM in Defence Summit conference	30/11/17
Senior School	AIS Conference	30/11/17
Senior School	Maths Familiarisation	23/5/17
Senior School	Maths Familiarisation Day	8/24/18
Senior School	STage 6 Familiarisation	10/8/17

Senior School	HRIS Stage 6 Science Programming	19/06/17
Senior School	Year 12 Physics New Syllabus	31/7-1/8
Senior School	Premier Pro On line PD	23/6/17
Senior School	VA HSC Practical Marking Day	7/10/17
Senior School	Edutech	8/6-9/6
Senior School	Edutech	8/6-9/6
Senior School	Ceramics Prof Development	3/3/17
Senior School	Mark Church Day August 30	30/08/17
Senior School	VA HSC Practical Marking Day	7/10/17
Senior School	AIS Syllabus Familiarisation Day	10/5/17
Senior School	AIS Syllabus Familiarisation Day	10/5/17
Senior School	ETA Ext 1 for the new syllabus	8/9/17
Senior School	Reimaging English Annual Conference	24-25/11/17
Senior School	VET in Schools Forum	20/6/17
Senior School	Maths Familiarisation	23/5/17
Senior School	SStage 6 Familiarisation	10/8/17
Senior School	HRIS PD English	9/6/17
Senior School	Mark Church Day August 30	30/08/17
Senior School	AIS Syllabus Familiarisation Day	10/5/17
Senior School	Mark Church Day June	8/6/17
Senior School	GTA Road Trip	21/09/17
Senior School	Mini COGE	11/10-12/10
Senior School	Mark Church Day August 30	30/08/17
Senior School	HSC Benchark Standards in Music	14/5/17
Senior School	AIS Syllabus Familiarisation Day	10/5/17
Senior School	HRIS PD English	9/6/17
Senior School	Mark Church Day August 30	30/08/17
Senior School	HRIS History Programming Day	10/8/17
Senior School	HRIS History Programming Day	19/10/17
Senior School	Mark Church Day August 30	30/08/17
Senior School	Maths Familiarisation	23/5/17
Senior School	AIS Syllabus Familiarisation Day	10/5/17
Senior School	History:Excellence in Leading Learning	22/03/17

Senior School	HRIS History Programming Day	10/8/17
Senior School	Ceramics Prof Development	3/3/17
Senior School	VA HSC Practical Marking Day	7/10/17
Senior School	AIS Syllabus Familiarisation Day	10/5/17
Senior School	History:Excellence in Leading Learning	22/03/17
Senior School	Unpacking the Complexities	22/08/17
Senior School	Teaching Society and Culture	8/12/17
Senior School	ETA Ext 1 for the new syllabus	8/9/17
Senior School	AIS Syllabus Familiarisation Day	10/5/17
Senior School	Maths Familiarisation	23/5/17
Senior School	STage 6 Familiarisation	10/8/17
Senior School	Maths Familiarisation	23/5/17
Senior School	STage 6 Familiarisation	10/8/17
Senior School	Maths Familiarisation	23/5/17
Junior/Middle School	Sue Pike K-6 English Syllabus	19/09/17
Senior School	The Effects of Trauma and Attachment	6/11/17
Principal	Academy of Principals	7/9-8/9
Senior School	Inspiration in teaching Business Studies	24/11/17
CLT	ELT/CLT Strengths with Steve Bagi	23/6/17
Senior School	Ralph Pirozzo STEM workshop	5/12/17
Senior School	Super STEM	14/12/17



*Theme 6*  
Workforce Composition



Teaching Staff



Full Time Equivalent  
Teaching Staff



Non-Teaching Staff



Full Time Equivalent  
Non-Teaching Staff



# Theme 7

## Student Attendance And Retention Rates And Post-School Destinations In Secondary Schools



**S**tudents 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 parent/guardian need not contact the school on the first day of the absence).

If the parent/guardian does not notify the College, 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 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 will be maintained until the end of the school year for the documentation purposes.

If a note of explanation is not received, then parents are sent an absentee notice requesting a note of explanation to be completed. If a note of explanation is still not received, then the absence is recorded as unexplained.

### Post-School Destinations

<i>Destinations</i>	<i>No. of Students</i>
Workforce	18
Further Study - TAFE & Private Providers	3
Apprenticeships	5
Other	5
University - Bachelor Level	69

### Retention Rate

The retention rate of students who completed Year 10 (2015- 132 students) and continued on in the school to complete Year 12 (2017 - 117 students) was 88%.



# Student Attendance Report 2017



Year	Enrolment	Absence	Full Days	Attendance	Attendance %
-1	66	0	12,144	12,144	100
0	68	664	12,512	11,848	94.69
1	64	663	11,776	11,113	94.37
2	83	632	15,272	14,640	95.86
3	87	975	16,008	15,033	93.91
4	80	557	14,720	14,163	96.22
5	115	1,242	21,160	19,918	94.13
6	144	885	29,496	25,611	96.66
7	147	1,369	27,048	25,679	94.94
8	145	1,661	26,680	25,019	93.77
9	141	1,655	25,944	24,289	93.62
10	116	1,366	21,344	19,978	93.60
11	138	1,275	25,392	24,117	94.98
12	127	1,080	23,368	22,318	95.51
<b>Totals</b>	<b>1,521</b>	<b>13,994</b>	<b>279,864</b>	<b>265,870</b>	<b>95</b>

# STRIVE FOR EXCELLENCE

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## THINKING FOR LIFE

"Be very careful about what you think. Your thoughts run your life."  
Proverbs 4:23





## Theme 8 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 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

Some changes were made to the policy in 2017, as the position of Director of Admissions no longer exists in the school. The responsibilities undertaken by the Director of Admissions have been placed within the Principal's responsibilities, mainly the conducting of enrolment interviews. The additional responsibility of ensuring an enrolment register is maintained and retained has also been placed within the Principal's responsibility.

# Policy Document Information



<b>Author/Supervisor</b>	Pam O’Dea, R. Baker, E. Moir
Compliance	
NESA	Registered and Accredited Individual Non-Government Schools (NSW) Manual 3.8 Attendance 3.10.1 – Educational and Financial Reporting
<b>Legislative Requirements</b>	NSW Education Act(1990) <a href="http://www.austlii.edu.au/au/legis/nsw/consol_act/ea1990104">www.austlii.edu.au/au/legis/nsw/consol_act/ea1990104</a> Privacy Act <a href="http://www.austlii.edu.au/au/legis/cth/consol_act/pa1988108/">http://www.austlii.edu.au/au/legis/cth/consol_act/pa1988108/</a> Disability Discrimination Act 1992 <a href="http://www.austlii.edu.au/au/legis/cth/consol_act/dda1992264/">http://www.austlii.edu.au/au/legis/cth/consol_act/dda1992264/</a> Racial Discrimination Act 1975 <a href="http://www.austlii.edu.au/au/legis/cth/consol_act/rda1975202/">http://www.austlii.edu.au/au/legis/cth/consol_act/rda1975202/</a> Sex Discrimination Act 1984 <a href="http://www.austlii.edu.au/au/legis/cth/consol_act/sda1984209/">http://www.austlii.edu.au/au/legis/cth/consol_act/sda1984209/</a> Education Amendment Act 2008 <a href="http://www.legislation.nsw.gov.au/sessionalview/sessional/act/2008-12.pdf">http://www.legislation.nsw.gov.au/sessionalview/sessional/act/2008-12.pdf</a> National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2007 (Commonwealth Government DEEWR) – (International Centralised Administration Manual (CAM) Version July 2011.)  See CCH School Principals’ Legal Guide <a href="http://www.cch.com.au">www.cch.com.au</a>
Other Policy Relationships	Enrolment Guidelines and Procedures Privacy Policy Attendance Policy Students with Disabilities Statement Assisting Student with Learning Difficulties Policy International Students Policy Managing Student Behaviour (Discipline) Policy Managing Student Behaviour (Bullying) Policy
Document Location	G:\Staff\Policies; Guidelines & Procedures\Enrolment H:\College Documents\Policies and Procedures\ Administration\Enrolments
Key Dates:	

Date of Issue/last revision	March 2017
Review Date	May 2020
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
Applies To	St. Philip's Christian College, Waratah K-12

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 Waratah 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.

This policy provides the guidelines for enrolment into St. Philip's Christian College, Waratah. Our enrolment policy and its implementation will control, to a large degree, the kind of College we have. This is most evident through the formation of a Christian 'culture' with its associated ethos, leadership and atmosphere. An effective enrolment policy is required to ensure that these desired outcomes, as expressed in the Mission Statement, are maintained.

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

## 2. Aim

- 2.1 To enrol students from families who desire a Christian Education for their children and who support the ethos of the College.
- 2.2 To establish the direction for College procedures and practices for enrolling students into St. Philip's Christian College.
- 2.3 To cater for the individual needs of each student equitably within the constraints of the available resources.

## 3. Objectives – Policy statement

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

## 4. Audience and Applicability

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

## 5. Principles and Procedures

- 5.1 Discrimination on the basis of race, colour or national or ethnic origin is prohibited.
- 5.2 Students with disabilities will be treated fairly and reasonably as mandated in the Disabilities Standards for Education Act (2005). This guideline involves the processing and treatment of the enrolment application for students with disabilities on the same basis ('an equal playing field') as all other enrolment applications. Students with emotional, behavioural and/or academic problems that would be beyond the established resources of the school to accommodate (and therefore constitute 'unjustifiable hardship' on the College) may not be enrolled.
- 5.3 The College Fees and Charges Schedule and Collection Guidelines will be explained and assessed at the time of the parent interview. Parents are asked to make a declaration to pay tuition fees and other charges as they fall due. This is a condition of continued enrolment for their student.
- 5.4 Students progress automatically from the Junior School into Middle School and on to Senior School, unless an individual case warrants a review.
- 5.5 International student enrolments are welcome and are subject to special conditions contingent upon a suitable Homestay family arrangement being available.
- 5.6 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 judge to be best able to benefit from the educational program we offer.
- 5.7 Continued enrolment of a student is conditional upon the student complying with the disciplinary requirements of the College, as explained at interview and presented in College handbooks.
- 5.8 If a student does not attend school for 10 continuous days and no communication from the family has been forthcoming, then the enrolment of the child may be terminated and the matter referred to the home/school liaison officer.
- 5.9 Any concerns or complaints in relation to the enrolment process and enrolment decisions need to be directed in the first instance to the Assistant Principal/Director of Admissions. 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

- 6.1.1 The Board of Governors holds the ultimate responsibility for determining enrolment policy
- 6.1.2 Make a decision re enrolment in the event the appeal process is required.

### 6.2 Principal

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

### 6.3 Executive Leadership Team

- 6.3.1 Assist the Principal in the enrolment process by interviewing for new students throughout the year, facilitating the enrolment process for siblings of existing students and conducting interviews for Year 7 and Kindergarten enrolment periods.
- 6.3.2 Provide advice to the Principal re class make up and educational needs of relevant classes/students/staff and prospective enrolments.
- 6.3.3 All new enrolments, except during set enrolment periods (ie. Year 7 and Kindergarten) are approved by the ELT.
- 6.3.4 Pass on new student information to relevant teachers

### 6.4 Director of Learning Support/Specialist Staff

- 6.4.1 Assist the Principal in the enrolment process by reviewing and assessing the educational needs of prospective students as required.
- 6.4.2 Provide advice to the Principal re class make up and educational needs of relevant classes/students/staff and prospective enrolments.

### 6.5 Principal's Executive Assistant (Registrar) Enrolments Secretary

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

## 6.6 Parents

- 6.6.1 Provide all necessary information on the enrolment form and in the initial interview regarding the child's educational/medical needs
- 6.6.2 Make available any specialist information and academic records/history regarding the child's educational/medical needs
- 6.6.3 Ensure all information listed on the enrolment form/medical form is true and correct.
- 6.6.4 Accept/decline offer of enrolment within 30 days of offer being sent.
- 6.6.5 Ensure all tuition fees and other charges are paid as they fall due.
- 6.6.6 Meet all requirements re attendance and communication as outlined in the Attendance Policy.

## 6.7 Students

- 6.7.1 Cooperate with the College's enrolment process
- 6.7.2 After enrolment, continue to meet conditions of enrolment as outlined in the Student Planner 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

Location: G:\Staff\Policies Guidelines and Procedures\Enrolment





# Theme 9

## Other School Policies

### a) 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:

- Minimizes 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. No significant changes were made to these documents in 2017, only minor updates to policy names (ie. Student Leadership Policy is now called Student Service-Based Leadership Policy). The full text of the Student Welfare Policy Framework is available for all staff on the College Common drive, MySPCC and in hard copy in

the policy folder in the Executive Administrator's office. The full text is available for parents on the College website and hard copy on request.

Policies that are included in the Student Welfare Policy Framework:

- Risk Management Policy
- Work Health and Safety Policy
- Anti-Bullying and Harassment Policy
- Accident/Incident Reporting Policy
- Managing Student Behaviour (Discipline)
- Supervision Policy
- Pastoral Care Statement
- Code of Conduct (Staff)
- Student Health and Medication Policy
- Attendance Policy
- Child Protection Policy
- Working with Children Check documents
- Evacuation/Emergency Policy and Procedures
- Critical Incident Policy

- Accident/Incident Recording Policy
- Student Health and Medication Policy
- Volunteers Policy
- Contractors Policy
- Excursion Policy
- Errands Guidelines
- Premises and Buildings Policy
- Security Policy
- Tutor and External Providers Policy
- Unwanted Visitors Procedure
- Ministry Team Guidelines
- Managing Student Behaviour – Commendation Policy
- Student Service-Based Leadership Policy
- Assessment Policy
- Students with Disability Statement
- Assisting Students With Learning Difficulties Policy
- Disability Provisions Policy
- Academic

- Acceleration Policy
- Gifted Education Policy
- EAL Policy
- Communication – Home/School Policy
- Complaints Policy
- Homework Policy
- Tutor and External Providers Policy
- WHS Consultation Statement

## b) Anti-Bullying Policy

Policy title - Managing Student Behaviour (Anti-Bullying and Harassment)

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 minimized. 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 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 Executive Administrator's office.

A review of this policy was undertaken in 2017 but no changes were made.

### **c) 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 Executive Administrator's office.

There were no changes to this policy in 2017.

### **d) 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.

In 2017, there were no changes to either the Managing Complaints or Grievance Handling policy, although the Grievance Handling policy and procedures has been marked for review to include Confidential

Informing (Whistle-Blowing), This will occur in early 2018.

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 via the staff common drive and MySPCC. A summary is also contained in the Staff Handbook and the information booklet for the Board of Governors. Hard copies are in policy folder in the Executive Administrator's office and on request.

# SERVE ONE ANOTHER

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## CONNECTING TO OTHERS

"Let each of you look not only to his own interests, but also to the interests of others." Philippians 2:7

CORE VALUES | CULTURAL DISTINCTIVES

## School Context



Philip's Christian College, Waratah, a co-educational K-12 independent school, was established in 1982 and has a student population of 1120 students. 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 core values of the College are: 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 aim not only to give lip-service to the Christian faith, but we are intent on encouraging our students to seek and to question, so that their 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 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 and classes, vocational education, 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.

Extra-curricular activities include sport, gala days, musicals, choral groups and

choirs, concert and jazz bands, private music instruction, drama performances, academic competitions, inter-school debating, camps and mission trips. Adjacent to the College is our Narnia Christian Preschool and Early Childhood Centre, which caters for children from birth to five years of age and offers a dynamic and creative environment tailored to meet the needs of every child. Narnia Christian preschool 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, we have introduced 'The SPCC Learning Framework', which empowers students to become independent, motivated, confident and resilient learners.



SCHOOL IDENTIFIED PRIORITY AREAS		INTENDED OUTCOME	
1. STUDENT LEARNING		<ul style="list-style-type: none"> <li>To increase students' critical thinking skills through collaborative, creative learning experiences</li> <li>To empower students to take personal responsibility for their learning and work together to achieve the highest possible standards for all students</li> <li>To envision students to embrace and action a globally responsible worldview</li> </ul>	
2. LEADER LEARNING		<ul style="list-style-type: none"> <li>To apply an innovative approach to improving students' learning outcomes based on current research</li> <li>To set goals reflecting high expectations of themselves and their students</li> <li>To empower teaching staff to engage all students in quality learning by meeting the individual needs of all students</li> </ul>	
3. CHRISTIAN CULTURE		<ul style="list-style-type: none"> <li>To strengthen a transformative Christian culture</li> <li>To develop leaders who inspire and empower others to grow personally, spiritually, emotionally, mentally and socially</li> <li>To establish new community partnerships to strengthen the culture of the College</li> </ul>	
4. EMPOWERING INFRASTRUCTURE		<ul style="list-style-type: none"> <li>To implement a systematic approach to the management of documentation</li> <li>To review and update current Policies and Procedures</li> <li>To engage all staff members in effective usage and application</li> </ul>	
<b>RATIONALE</b>			
Students who are engaged in positive, empowering, real-world learning experiences are better equipped to be globally responsible citizens. Students learn best when their learning is targeted to their individual needs and they receive quality feedback about their learning. Students learn best when the lead learners are empowered to provide a quality, innovative learning environment based on current research. Focused and purpose-driven evaluation of targets will facilitate forward planning and progress, and thus improve student outcomes. All members of the SPCC community will be impacted by strengthening a transformative Christian culture, in every aspect of College life, and the culture will be strengthened by developing leaders and increasing community partnerships.			
<b>TARGETS</b>			
<ul style="list-style-type: none"> <li>All students will develop a creative, collaborative approach to learning in order to improve their critical thinking skills and increase agency.</li> <li>All students are involved in a global impact project.</li> <li>All lead learners establish goals to deliver an innovative, engaging pedagogy, which will improve learning outcomes for all students.</li> <li>Use mySPCC as a tool for implementing a robust system of managing documents</li> </ul>			
<b>PRINCIPAL'S SIGNATURE</b>		<b>EXECUTIVE PRINCIPAL'S ENDORSEMENT</b>	<b>DATE</b>
<b>PRIORITY AREA ONE</b>		<b>STUDENT LEARNING</b>	
<b>STRATEGIES</b>		<b>INDICATORS</b>	<b>PERSON/PEOPLE RESPONSIBLE</b>
<b>Project-Based Learning</b> JS Years K-4 – Units of work MS Years 5-6 – Units of work MS (English, HSIE, Science, PD) – Year 8		<b>Learning (Indicator 4)</b> Students engage in the learning process as evidenced through discovery, interest, curiosity, creativity	



SS (English, HSIE, Science) – Year 9	and self-motivation and have ownership of their learning. <b>Learning (Indicator 5)</b> Students understand and see the relevance of their learning to real life situations.		
<b>Continuous Reporting</b> (Moving in to continuous reporting in 2017)	<b>Learning (Indicator 1)</b> Student learning is measured through authentic assessment with regular, appropriate and relevant feedback given in a positive manner.	2018-2019	2017-2018
<b>K-12 Literacy Continuum</b> Reading : K-4 Writing: K-10	<b>Teaching (Indicator 1)</b> Staff demonstrate a thorough knowledge and understanding of current BOS syllabi/course requirements through the implementation of their programs. <b>Learning (Indicator 1)</b> Student learning is measured and improved through authentic assessment with regular, appropriate and relevant feedback given in a positive manner.	2017-2019	<b>Anne Anschau-Roach</b>
<b>Student Leadership Strategy</b>	<b>Leadership (Indicator 6)</b> A clear structure for leadership and leadership development exists and is well-communicated. <b>Leadership (Indicator 10)</b> Staff leaders provide opportunities for students to lead in various settings.	2017-2019	<b>Pam O’Dea</b>
<b>PRIORITY AREA TWO</b>	<b>LEADER LEARNING</b>		
STRATEGIES	INDICATORS	TIME FRAME	PERSON/PEOPLE RESPONSIBLE
<b>Professional Teaching &amp; Learning Framework</b> - Focus on PLS - Restructure Appraisal groups - CLT	<b>Teaching (Indicator 6)</b> Staff engage in, and deliver regular PD experiences, and share best practice with colleagues to ensure they are up to date in current practice and effectively utilise resources.	2017	<b>Helen Lee</b>

<b>An SPCC Data Value System</b> <ul style="list-style-type: none"> <li>- Data Collection Storage</li> <li>- Data Analysis to direct future direction</li> </ul>	<b>Resources (Indicator 1)</b> Students and staff have access to excellent and appropriate resources, and utilise them effectively to achieve excellent educational outcomes.  <b>Teaching (Indicator 7)</b> Staff use data to inform and improve learning outcomes.	2016	<b>Jamie Fahey</b> <b>Debbie Kirchner</b>
<b>Research in Action</b> Focus: <b>Collaboration</b>	XXXXX Build capacity for collaborative groups to engage with research that provides an evidence-based approach to inform and challenge professional practice.	2017	<b>Robyn Horsley</b>
<b>BOS – Registration and Accreditation</b>	<b>Teaching (Indicator 1)</b> Staff demonstrate a thorough knowledge and understanding of current BOS syllabi/course requirements through the development of timely 'scope and sequence' plans and implementation of effective and engaging programs.  <b>Leadership (Indicator 9)</b> Leaders take initiative to provide continual improvement and embrace purposeful change.	2017	<b>Anne Anschau-Roach</b>

<b>PRIORITY AREA THREE</b>	<b>TRANSFORMATIVE CHRISTIAN CULTURE</b>		
STRATEGIES	INDICATORS	TIME FRAME	PERSON/PEOPLE RESPONSIBLE
<b>Establishment of Student Advisory Committee to the Principal</b>	<b>Culture (Indicator 8)</b> Anecdotal feedback from students indicates pleasure in school life and a high degree of alignment with their expectations of learning, pastoral care and personal attention.	2017	<b>Pam O'Dea</b>
<b>Global Impact Project</b> <ul style="list-style-type: none"> <li>- Mapping what we already do and</li> </ul>	<b>Pastoral Care (7)</b> Students develop responsibility and	2017-2019	<b>Pam O'Dea</b>

<p>determining gaps, strengths</p> <ul style="list-style-type: none"> <li>- Aim: for every student in SPCC to be involved in mission</li> <li>- Establishments of a not-for-profit organisation: "Laps for Literacy" (name to be confirmed)</li> </ul>	<p>ownership of their actions so that they grow in maturity and integrity.</p> <p><b>Culture (10)</b> Students express genuine care and concern for others that crosses race, social, gender and age differences and therefore bullying is out of place.</p> <p><b>Resources (Indicator 7)</b> Resources should be selected by placing appropriate emphasis on reducing our environmental footprint.</p>		
<p><b>Strengthening Transformative Christian Culture</b></p>	<p><b>Faith (Indicator 5)</b> Through explicit teaching of the Bible weekly, Biblical/Christian/Faith &amp; Life Studies and a Christian perspective on which the teaching of all subjects is founded, students are enabled to develop an understanding of a Christian world view.</p> <p><b>Faith (Indicator 6)</b> Every day, students experience a genuine outworking of Christian faith and love, through the interactions and relationships they have with College staff members.</p> <p><b>Leadership (Indicator 2)</b> Those who are called to leadership within the College demonstrate a Biblical model of servant leadership.</p> <p><b>Learning (Indicator 5)</b></p>	<p>2017-2019</p>	<p><b>Josh Irwin</b> Pam O’Dea (&amp; ELT)</p>

	Students understand and see the relevance of their learning to real life situations.		
<b>New Community Partnerships established to provide opportunity for service</b>	<p><b>Faith (Indicator 7)</b> Every student in K-12, across the KLAs, will have the opportunity to initiate or contribute, each year, to projects with a service focus.</p> <p><b>Culture (Indicator 7)</b> Students have access to unique opportunities that become rites of passage, such as missions, acts of service, ministry, work experience, experiential learning and adventure activities.</p>	2017-2018	<b>TBA</b>
<b>Development of a Staff &amp; Student Well-Being Framework</b>	<p><b>Pastoral Care (Indicator 3)</b> Students are actively encouraged to embrace the opportunities provided through a variety of aspects of College life in order to strengthen a sense of connection to the College community and enhance the well-being of the whole child.</p> <p><b>Pastoral Care (Indicator 4)</b> Relevant pastoral care programs for students and staff are established, implemented and regularly reviewed.</p>	2017-2018	<b>Robert Baker</b>

# CHRIST FIRST

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## BELIEVING IN GOD

**"But to all who believed him and accepted him, he gave the right to become children of God." John 1:12**

CORE VALUES | CULTURAL DISTINCTIVES

# DO WHAT IS RIGHT

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## CREATING FOR GOOD

"Whatever you do, work at it with all your heart." Colossians 3:23



# Theme 11

Initiatives Promoting Respect & 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 the Core values of the College which are:

*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 the responsibility we take on, towards ourselves, others, our country and the wider international community.

Times are provided within the week for a particular focus on these areas. These times would include the time for class devotions, Nurture and Chapel which are held each alternate week in Senior and Middle School and weekly in Junior School, the student-lead school assemblies, and regular parent newsletters.

## K-12 Initiatives

- Annual theme for the whole College was: "Igniting Possibilities", with a focus on encouraging students to explore and activate different possibilities. Throughout the year this theme was explored through staff chapel, Christian studies lesson assemblies, student chapels. It was also reflected in student and staff goal setting. Through this we aimed to help create a culture whereby students could dream big and see their dreams turn into reality.
- Special celebrations and commemorations presented opportunities during the year to build respect and responsibility e.g. Dedication and Commissioning Services,

Presentation Day, Thanksgiving Service and our ANZAC Service

- The College Student Leaders from Junior, Middle and Senior Schools attended the Annual Combined Schools Anzac Service at the Civic Theatre where some of our students were involved in the preparation and leading of the service, and the College Drumline Team performed. Additionally, Senior School and Middle School Student Leaders represented the College at various local ANZAC services.
- The Empowering Conferences were again very successful in 2017. At the Empowering Conference, hundreds of students from schools around the Hunter joined together to encourage one another and receive training in how to positively influence the culture of their generation.
- An Easter Service was held for the students and parents of SPCC, supported by the PTF. This service was to bring honour to God for what He has done for us. This service provides opportunity to strengthen and facilitate all of the College's core values.
- Special community days are held to build community e.g. Father's Day and Mother's Day Breakfasts
- Links to the wider community are made through a community outreach program to our local primary school by delivering Scripture lessons, providing lunch once per term for all students and hosting staff from the local primary school to honour them.
- The College conducted a comprehensive Outdoor Education program for all students from Year 3 to Year 12. These programs develop confidence and the ability to cope in different environment, as well as assisting with the growth of social skills, co-operation, independence and responsibility in group situations
- K-12 Thanksgiving Service where every student wrote an appreciation card to a College community member and these were distributed to staff and students
- At K-12 events, student leaders were given the responsibility of leadership of such events.
- Constant initiatives are introduced to help students take pride in their school, particularly in the way they present themselves and interact with others in the community.
- "Business in a Box" provided students with an opportunity to develop and display their entrepreneurial skills, while "Festival on the Field" encouraged students to share their talents by participating in a talent show with an audience of all students in the College.
- SPCC hosted the Global Leadership Summit in 2017. This even is a



world-wide leadership event offered by the Willow Creek Association, and by hosting this we have the opportunity to host people from our local community as well as students for our College to participate in leadership training. Speakers deliver a unique blend of vision, inspiration and practical skills that can be immediately applied.

## Junior School

- STEM club – introducing coding and robotics in Years 3 and 4 (STEM Makerspace developed for Term 3, 2018 launch.)
- Music Jam lunch club.
- Lego Club, Chess Club and Garden Club are ongoing initiatives that continue to be revised and expanded.
- Girls ‘Play-Date’ lunch club for young girls in Year 1 and 2.
- Drama lunch rehearsals for lead roles in JS musical productions.
- Well-being groups continued - Diamonds and Dynamites.
- ‘Honours Program’ in English and Honours program in Maths.
- Integrated Project-Based Learning (PBL) learning opportunities in each grade.
- Play-based learning program in Kindergarten.
- Expanded Junior School leadership opportunities resulting in extra 4 student leaders to be elected in 2018.
- Incoming Kindergarten children given opportunity to visit SPCC Junior School in Term 2 of the year before entry into school. The children are welcomed in small groups of up to 12 across most afternoons for a two-week period.
- Incoming Kindergarten children appointed a buddy from Year 4 to assist them to transition into school life. Year 3 students participate in a day of training to prepare them to fulfil this role.
- Fundraising projects supporting the Junior School sponsor children. Each grade level is given the responsibility to plan and run a fundraising initiative or day.
- Multiple additional sports opportunities offered including CSSA Gymnastics, Futsal and extra Netball competitions.
- After-school sports clinics (as arranged) including cricket, netball, basketball, soccer and tennis.
- Choral Group weekly lunch rehearsals performances at Nursing Homes.
- Public Speaking Competition in Years 3 and 4 which lead into the

HRIS Public speaking competition.

## Middle School

- Students attended and participated in our annual Dedication and Thanksgiving Service.
- Middle School students prepared and presented the annual SPCC ANZAC Service, which included our local RSL members, a piper and a former member of the Armed Forces as a guest speaker.
- Middle School Captains and Vice Captains took part in local RSL ANZAC and Remembrance Day ceremonies.
- Middle School Student Leaders support the Junior School Athletics Carnival by assisting with field events and other duties.
- Middle School students continue to raise money for overseas sponsor children.
- Middle School students raise funds throughout the year for a variety of different causes, such as cancer and diabetes research.
- Middle School Presentation Day was successfully held in the Theatre, with all students and parents being accommodated.
- Organised lunchtime activities continue throughout the year with students

now being able to participate in soccer, netball and handball competitions  
The annual photographic competition continued, with winning entries being displayed in the Middle School Office.

- Students take part in an annual video shoot-out competition.
- Yr 7-8 students participated in formal exams in order to increase their sense of responsibility for their learning, and respect of formal the exam process.
- The Media Club continues in order to develop student photography/video skills. Part of their role is for the students to be official photographers at all school events.
- Middle School Student Leaders continue to support the school canteen, by offering to serve on a regular basis.

## Senior School

- Potential student leaders in the Senior School identified for sponsorship to attend the National Leadership Camp.
- Senior School Student Environment Group continued.
- Senior School Student Social Justice Club continued.
- Senior School Student Leadership Team attended the Student

## Leadership Symposium.

- Student leader representatives participated in a trip to India.
- Potential student leaders attended the Lord Mayor's Student Leadership Forum.
- Student Leadership Training Days - guest speakers to inspire and coach student leaders.
- Establishment of Formal Examinations in Stage 5.
- Exiting Year 12 students chose to go on mission to Vanuatu instead of 'Schoolies' - 50 students participated (largest group ever.)
- Continued improvement of Senior School building environment -painting/ displays, including student work.
- Peer Assisted Learning continued for students in Years 11 and 12.
- Endeavouring to have input on the outworking of the policies of the school e.g. uniform, respect for property and others.
- A dedicated Student Leader Morning Prayer group continued to give greater focus to the development of student leaders.



# Theme 12

Parent, Teacher, & Student Satisfaction



Parent, Teacher and Student Satisfaction

Parent, teacher and student satisfaction is measured in many ways. Enrolment

figures and strong waiting lists indicate that the school is a popular and well sought after option for quality Christian education in the Hunter Region. At the start of 2017 enrolments were at capacity with 1254 students K-12. These figures were maintained throughout the year, and at the end of Term 3 our enrolments were 1253. We had eight (8) staff members at the commencement of 2017 acknowledged for their years of service at the College – two (2) staff members were acknowledged for 10 years of continuous service at the College, four (4) for 15 years, and two (2) for 30 years. Staff retention is high, with these eight joining many staff who have had significant long-term employment (20 years or more) with the College.

## Student Satisfaction

Throughout the year, various surveys and evaluations were conducted by class teachers on an individual class basis to determine student engagement and satisfaction and to provide for self-evaluation and future goal setting by the teacher and student. Our students continue to be highly engaged and satisfied with the school.

Surveys to illicit the school climate in relation to a variety of issues were conducted. These range from evaluating our VET programs

currently offered in Entertainment, Construction and Hospitality, to Yr 11 English surveys, along with surveys relating to the Year 10 GROW (Getting Ready for the Outside World) program, Year 8 PBL (Project Based Learning), and students were surveyed in regard to their thoughts on the school environment and care for this.

Also in 2017 the school engaged McCrindle Research to conduct a school wide survey of students enrolled in Years 9–12. 121 responses were submitted and the following is a summary of student insights. When students think about their time at St Philip's Newcastle they most enjoy the great friends they have (56%), the friendly teachers (35%) and being known and valued by teachers and staff (34%). Their experience at the College is generally positive. More than four in five students agree (strongly/somewhat) they are making great friends (86%) whilst almost four in five say they are developing skills for the future (79%). 71% feel they are equipped to navigate life after school

## Parent satisfaction

Parent involvement is welcomed and encouraged at the school. The Parent Teacher Fellowship (PTF) meets monthly and provides one of many avenues for parents to express their level of satisfaction with the school. The PTF hosted many parent and family focused events over the year including A welcome BBQ, and Mother's and Father's Day events as well as Information evenings regarding how parents should manage their children's social and digital media usage.

# SERVE ONE ANOTHER

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## CONNECTING TO OTHERS

"Let each of you look not only to his own interests, but also to the interests of others." Philippians 2:7

CORE VALUES | CULTURAL DISTINCTIVES

Overall, our parent body is well satisfied with the school.

At the conclusion of each school year parents are asked to complete a satisfaction survey to provide valuable feedback. In 2017 the school engaged McCrindle Research to conduct a school wide survey of all parents. 264 parents submitted responses. The College Executive Team have analysed the results and used this vital feedback when planning for the future.

Parents were asked to respond to a number of statements. Overall 88% of respondents were satisfied with their experience of the College. The following were identified as strengths - The morals and values of the College (78%) are a key influence on a parent's decision to send their child to St Philip's Newcastle. The College's nurturing environment (66%) and its reputation (63%) are also key drivers for parents in choosing St Philip's Newcastle. Parents believe the College is equipping their children with a strong sense of Christian values (90% - strongly/somewhat agree). Parent attitudes towards teachers are positive, with more than nine in ten suggesting teachers are friendly towards them (96%) and are excellent role models for their children (90%). Nine in ten parents say their child's life has been enhanced spiritually (90% - yes definitely/somewhat) and socially (90%) during their time at St Philip's Newcastle.

### **Staff Satisfaction**

Informal feedback from Heads of School and Heads of Faculty indicate that during 2017 staff were generally satisfied with the school and their working relationships with students, parents and other staff members. The Principal also met individually with each staff member in Terms 3 and 4 to discuss professional goals and future dreams. This was a most satisfying experience for all

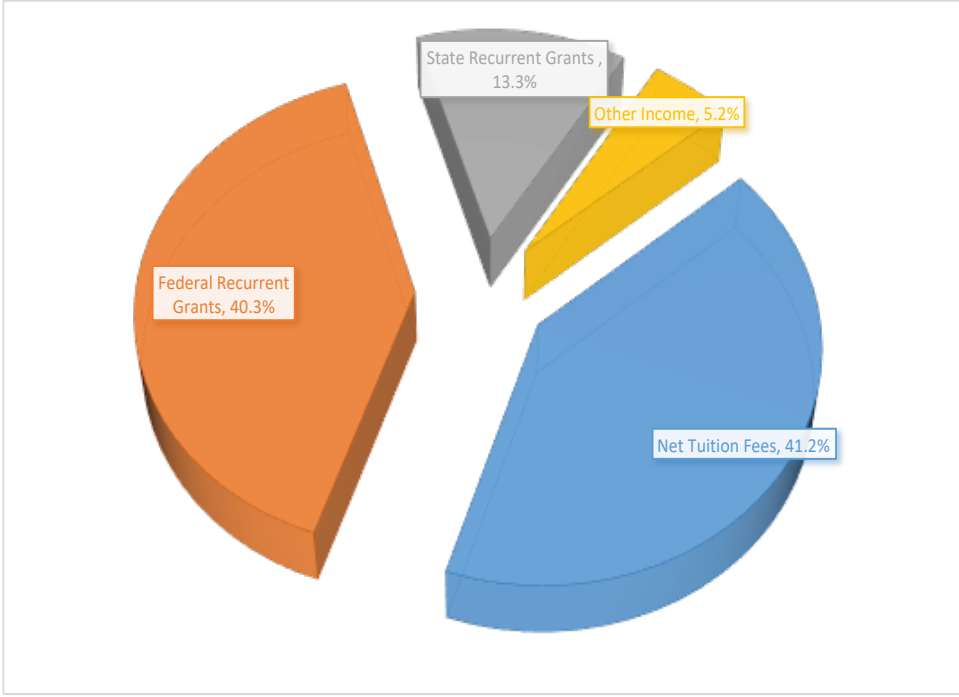
involved. Staff turnover remains low. In an annual staff survey relating to Workplace Gender Equity, staff remain satisfied with the school's commitment to gender equity and the overall workplace satisfaction was high. Staff have also been regularly surveyed about their feelings and understandings of Problem Based Learning and Professional Collaborative Learning.

Also in 2017 the school engaged McCrindle Research to conduct a school wide survey of all staff. 116 responses were submitted. Staff Insights are as follows - Staff believe the College is most effective at using progressive teaching methods (79% - extremely/very effective) and managing school based operations (71%). Promoting staff wellbeing, however, is an area in which staff members feel the College is lacking. Only one in four (27%) say the College is extremely or very effective in this area. Whilst the College may be somewhat lacking in its promotion of staff wellbeing, all staff (100%) are proud to be staff members at Newcastle (yes definitely/somewhat). At the same time, more than nine in ten enjoy coming to work every day (95%) and find their work satisfying and fulfilling (94%).

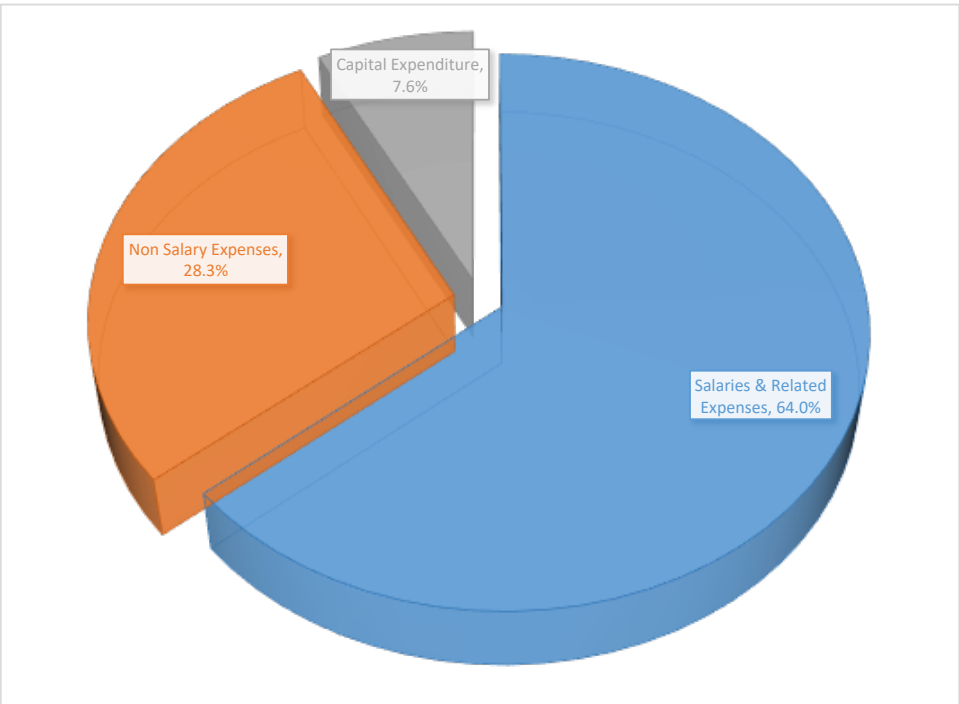
Overall, when asked about satisfaction levels, staff, parents and students are satisfied with their experience of St Philip's Newcastle (90% - very/somewhat/slightly satisfied). They are highly likely to recommend the school to others with a Net Promoter Score of 37.

# Theme 13

SPCC Newcastle - Income By Source



## SPCC Newcastle Expense By Type



# Theme 14

Publication Requirements

This Annual Report will be made available on 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.











